MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

ENGLISH

EGYPTIAN BACCALAUREATE

2nd Year

Part 1

11

COMMUNICATION
IDEAS
LANGUAGE
FUTURE
SUCCESS
CONNECTION
LEARN
EXPLORE
GLOBAL

English

Egyptian Baccalaureate

2nd Year

Advised by
INTERNATIONAL
BACCALAUREATE®

The International Baccalaureate™
has reviewed the pedagogical and assessment approaches underpinning this textbook.

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Ministry of Education and Technical Education

New Administrative Capital

Cairo, Egypt

Introduction

This introduction presents the theoretical, pedagogical, and contextual foundations of the Egyptian Baccalaureate (EB) English program. It outlines the research base that informs the design of the course, describes the inquiry-driven pedagogy that runs through every unit, and explains the assessment principles, learner attributes, and literary resources that shape students' experience of the program. Together, these foundations position English not merely as a subject to be studied but as a sustained practice of inquiry, communication, and reflection.

Theoretical Foundations

The program is grounded in the premise that language is acquired most effectively when it is embedded in meaningful, inquiry-driven contexts rather than taught as an isolated set of rules. This premise draws on constructivist theories of learning (Vygotsky, 1978; Bruner, 1961) and sociocultural accounts of language development (Lantolf & Thorne, 2006), both of which treat language as a tool for thought and social participation rather than as an object of study in itself. It also reflects contemporary applied linguistics, which favors authentic language use over decontextualized grammar instruction (Ellis, 2003; Nation, 2001).

Building on this foundation, the program adopts principles of concept-based learning developed by Erickson (2007) and Lanning (2013). Rather than organizing instruction around discrete rules and vocabulary lists, the curriculum is structured around powerful, transferable concepts—among them identity, perspective, and responsibility—that recur across units and enable students to construct a progressively deeper understanding across multiple contexts.

Pedagogical Framework

Inquiry-Based Learning

Inquiry-based learning is the pedagogical cornerstone of the program. Grounded in Dewey's (1938) account of experiential education and more recently synthesized by the International Baccalaureate (2018), this approach positions students as active constructors of knowledge rather than passive recipients of information. A substantial body of research associates inquiry-based approaches with greater student engagement, deeper conceptual understanding, and stronger critical-thinking skills (Hmelo-Silver, 2004; Kuhlthau, Maniotes, & Caspari, 2007).

Each unit opens with a Driving Inquiry Question that frames the learning journey. These questions are deliberately open-ended, contestable, and grounded in students' lived experiences so as to generate genuine intellectual engagement rather than encourage the pursuit of a single correct answer. Representative examples include:

- How do our choices shape our future?
- What constitutes a strong community?
- Can technology enhance human well-being?
- Why do people remember the past differently?

Students pursue these questions through integrated reading, listening, speaking, writing, discussion, research, and reflection—a multimodal approach informed by research on diverse literacies (The New London Group, 1996; Cope & Kalantzis, 2015).

Concept-Driven Instruction

Concept-driven instruction differs from topic-based or skills-only approaches because it develops transferable understanding rather than merely accumulating isolated facts (Erickson, 2007). Learning is organized around key concepts that recur across units, allowing students to revisit and refine their understanding from multiple perspectives over time.

This design reflects research on cognitive development and knowledge transfer, which shows that conceptual understanding—rather than factual recall alone—allows learners to apply what they know in unfamiliar contexts (Bransford, Brown, & Cocking, 2000; Perkins & Salomon, 1992).

The JRE+ Inquiry Model

The program employs a distinctive pedagogical framework—the JRE+ Inquiry Model—which structures learning through four interconnected phases. This framework synthesizes established approaches to argumentation and inquiry, including Toulmin's (1958) model of argument, the inquiry cycle developed by Kuhlthau et al. (2007), and Schön's (1983) account of reflective practice.

J—Justification

Learning begins with an authentic problem, situation, or inquiry question that demands higher-order thinking rather than simple recall (Anderson & Krathwohl, 2001). This phase activates students' prior knowledge, a practice supported by extensive research on schema theory and its role in comprehension (Rumelhart, 1980; Anderson & Pearson, 1984).

Students formulate initial positions, generate questions, and identify underlying assumptions, establishing a foundation for the investigation that follows. This process represents an application of Vygotsky's (1978) concept of the Zone of Proximal Development, in which learning is scaffolded from what students already know toward more sophisticated understanding.

R—Reasoning

Students analyze information systematically from multiple sources by comparing perspectives, identifying patterns, evaluating arguments, and constructing evidence-based explanations (Facione, 1990; Ennis, 1989). This emphasis reflects research showing that effective thinkers engage in disciplined inquiry and consider issues from several angles before reaching conclusions (Paul & Elder, 2006; Kuhn, 1999).

E—Evidence

Students are required to support every claim with reliable evidence drawn from texts, research, data, or their own investigations. In doing so, they develop information-literacy skills such as source evaluation, bias identification, and appropriate citation (ACRL, 2016).

This emphasis responds directly to contemporary concerns about misinformation and the corresponding need for critical media literacy (Hobbs, 2010; Wineburg, McGrew, Breakstone, & Ortega, 2016). It equips students to distinguish credible sources from unreliable ones—a competency essential to responsible citizenship in the digital age.

+ Reflect and Act

The cycle concludes with metacognitive reflection and consideration of real-world applications, drawing on research demonstrating that reflection enhances the transfer and depth of learning (Hattie, 2009; Kolb, 1984).

Students are encouraged to consider how their learning might inform meaningful action within their communities, linking academic study to social responsibility—a principle central to education for global citizenship (Oxfam, 2015; UNESCO, 2014).

Contextual Relevance

National and Global Contexts

The program operates within a dual contextual framework that addresses both national educational priorities and global competencies. Learning takes place through authentic contexts that bridge local and global concerns, consistent with research on culturally responsive pedagogy (Gay, 2010; Ladson-Billings, 1995).

Students investigate topics related to Egyptian society and cultural identity, sustainable development, digital citizenship, vocational education, environmental responsibility, and global citizenship. This integration reflects Egypt's educational vision while preparing learners to participate effectively in an interconnected world.

Development of Future Skills

The course intentionally cultivates competencies identified by educational research and employer feedback as essential for university success and professional achievement (World Economic Forum, 2020; OECD, 2019), including:

- critical thinking and complex problem-solving
- effective oral and written communication
- collaboration and teamwork
- digital and information literacy
- creativity and adaptability
- self-management and lifelong learning

These competencies align with the OECD Learning Compass 2030 (OECD, 2019), which identifies the knowledge, skills, attitudes, and values students need to thrive and contribute positively in the future.

Assessment Philosophy

Assessment is integrated into the learning process itself, consistent with research on formative assessment and its role in promoting learning (Black & Wiliam, 1998; Hattie & Timperley, 2007). Students complete assessments across all four language skills:

- **Reading:** literary analysis, informational texts, and visual interpretation
- **Listening:** conversations, interviews, presentations, and lectures

- **Speaking:** presentations, collaborative discussions, debates, and inquiry presentations
- **Writing:** reflective writing, analytical responses, opinion essays, reports, and creative writing

Inquiry tasks require students to investigate, collaborate, analyze, evaluate, create, and present so that assessment captures both language proficiency and higher-order thinking.

Reflection and Self-Assessment

At the close of each unit, students complete structured reflection activities. This practice is supported by research showing that metacognitive awareness improves learning outcomes (Hattie, 2009; Zimmerman, 2002) and builds the self-regulation skills essential for lifelong learning (Pintrich, 2000).

Academic Integrity

The program upholds rigorous standards of academic integrity, consistent with international expectations for higher education and professional practice. Students are expected to:

- produce original work
- acknowledge sources appropriately
- respect intellectual property
- collaborate ethically
- use artificial intelligence transparently and responsibly when permitted

These expectations reflect broader research on academic integrity and its relationship to ethical reasoning and professional responsibility (Bertram Gallant, 2008; McCabe, Butterfield, & Treviño, 2012).

Learner Profile

The program cultivates the following learner attributes, drawn from research on twenty-first-century competencies and global citizenship education (OECD, 2019; UNESCO, 2014):

- Inquirers — active seekers of knowledge and understanding
- Critical Thinkers — individuals who evaluate information and arguments carefully
- Effective Communicators — individuals who express ideas clearly and persuasively

- Ethical Citizens — individuals who demonstrate integrity and social responsibility
- Responsible Decision-Makers — individuals who make thoughtful and principled choices
- Reflective Learners — learners who demonstrate awareness of their own learning processes
- Collaborative Team Members — individuals who contribute effectively to group work
- Creative Problem Solvers — individuals who use innovative approaches to challenges
- Lifelong Learners — individuals committed to continuously developing their knowledge and skills
- Proud Egyptians with a Global Perspective — individuals who combine a strong cultural identity with global engagement

Conclusion

The Egyptian Baccalaureate English program offers a theoretically grounded, research-informed approach to language education. By integrating inquiry-based learning, concept-driven instruction, and the systematic development of critical-thinking skills, it prepares learners for academic success, professional achievement, and responsible citizenship.

The JRE+ Inquiry Model provides a coherent framework for teaching and learning, while the program's dual focus on national and global contexts ensures its relevance to students' lives and futures. Through a sustained emphasis on reasoning, evidence, and reflection, the program develops not only language proficiency but also the intellectual habits on which lifelong learning depends.

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CONCEPT 1 Well-being

Introduction to Psychology
The American Journey
THE CIVILIZATIONS
SOCIOLOGY
PSYCHOLOGY

UNIT 1

Living Well in a Complex World

Unit Overview

This unit explores how the concept of "well-being" is shaped by personal choices, social influences, and cultural contexts. It focuses on how young people understand themselves while facing modern challenges such as lifestyle habits, social media, and mental health.

You will examine how ideas of a "healthy" or "successful life" are influenced by media and society, and how these can create bias or unrealistic expectations. Through inquiry and discussion, you can develop the ability to question assumptions, evaluate evidence, and consider different perspectives.

You will be able to:

Reading: identify bias in media texts, recognize rhetorical devices such as rhetorical questions and intensifiers, and understand their effects.

Listening: compare peers' perspectives on cultural and psychological aspects of social media and respond to them.

Speaking: express and justify opinions on topics such as social media responsibility, platform redesign, and cultural influences.

Writing: use neutral and hedging language in evidence-based sentences and write reflective responses.

Content Objectives	Language Objectives
You will:	**You will:**
• identify key concepts related to lifestyle and well-being. • explain factors affecting physical and mental well-being. • analyze how media influences perceptions of well-being. • evaluate arguments and evidence related to health and lifestyle. • construct structured arguments using Justify - Reason - Evidence (JRE).	• use participial phrases to present evidence. • use relative clauses to support arguments. • use "If" conditionals. • use hedging techniques in writing. • use persuasive and evaluative language. • participate in structured discussions. • write analytical paragraphs using JRE.

Inquiry Question ?

- **What does it mean to live well in a complex world?**
- **Look at the diagram and answer.**

Explain

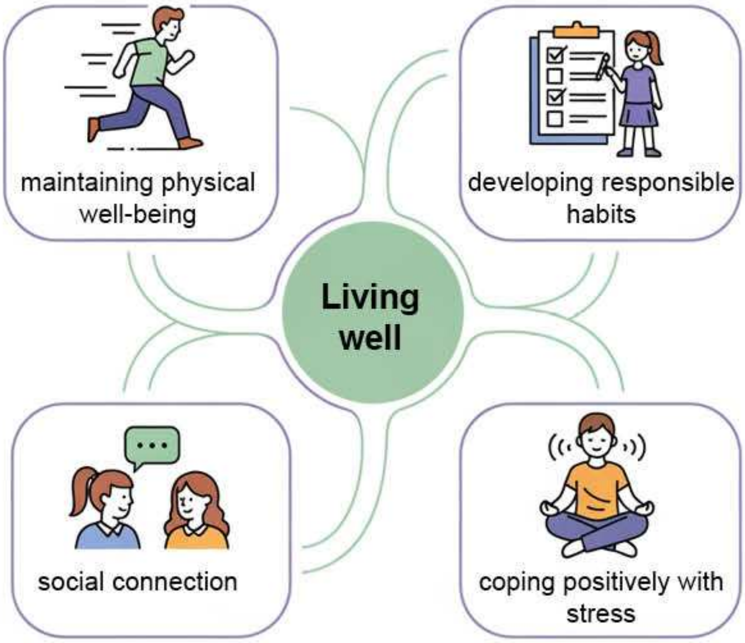
- What message does the diagram give about balance?

Analyze

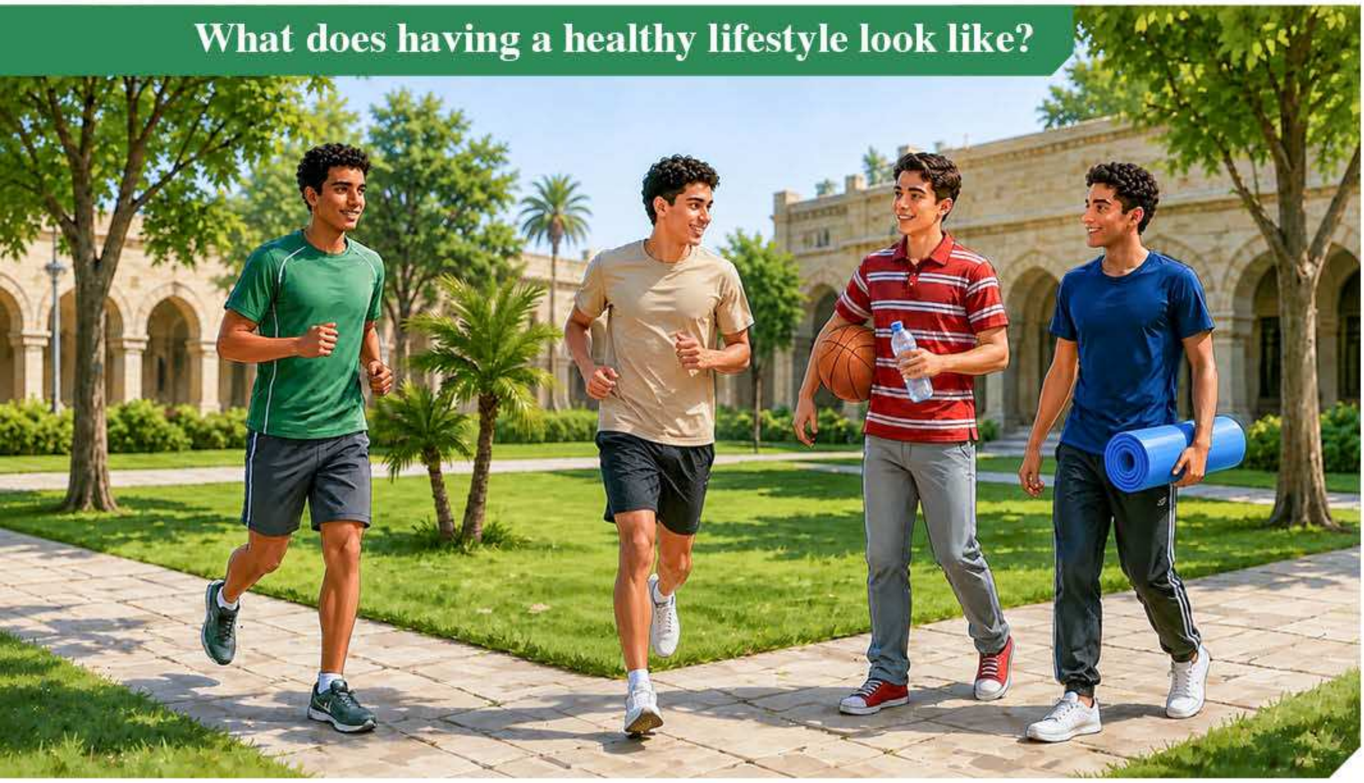
- Which element in the diagram do you think has the greatest impact on overall well-being?

Evaluate

- How far do you agree that all the elements in the diagram are equally important?


maintaining physical well-being
developing responsible habits
Living well
social connection
coping positively with stress

- **Look at the picture and discuss the question.**



What does having a healthy lifestyle look like?

1.1

Social Media and Self-Image

SECTION A : Social Reflection

What it means to see yourself through social media

In today's fast-changing world, social media plays a major role in shaping how teenagers think, feel, and see themselves.

While it can inspire healthy habits and positive change, it can also create unrealistic expectations and pressure.

Inquiry Question:

- How does daily screen time on image-based apps directly affect a teenager's self-esteem?

Discussion in pairs:

Explain

- What is social media bias?

Analyze

- How can we identify bias in social media posts?

Evaluate

- Do you think social media has more positive or negative effects on teenagers' self-image? Why?

Biased language is words that show a strong opinion and are not fair or neutral.

Listen

PHYSICAL ACTIVITY
60 minutes of moderate to vigorous activity every day
EXERCISE & THE BRAIN
Improves mood, reduces stress, and boosts concentration and memory
WHO SURVEY (2019)
81% of teenagers worldwide do not get enough physical activity
Surprising!
SLEEP & MENTAL HEAL
Teens who slee < 7 hours are more likely to experience anxiety and depression
MOVE
LEEP
AT
HRIVE
DAILY HABITS
✓ Move
✓ Eat well
✓ Sleep enough
✓ Stay mindful
✓ Connect

Listening

Mass Media *

The Impossible Standard: How Social Media is Reshaping the Way Teenagers See Themselves

* *"An original pedagogical listening script custom-authored by the national curriculum development team; behavioral data and social comparison metrics synthesized from cyberpsychology frameworks regarding the "Highlight Reel Effect" and adolescent self-esteem studies (as evaluated in JAMA Psychiatry), engineered specifically to train auditory identification of media bias, intensifiers, and rhetorical devices".*

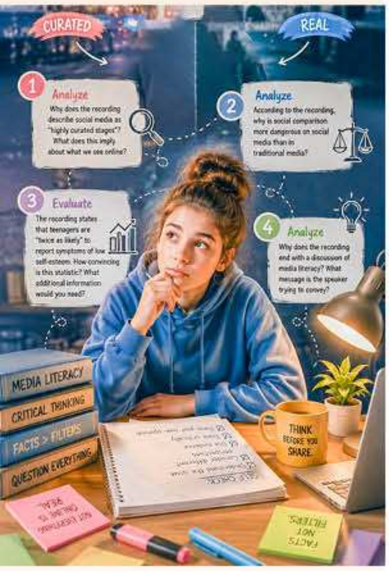
Listen to a broadcast about social media:

A. Listen, then answer these questions.

1. **Identify**

According to the recording, how have social media platforms changed over the past decade?

....


CURATED
REAL
1 Analyze
Why does the recording describe social media as "highly curated stages"? What does this imply about what we see online?
2 Analyze
According to the recording, why is social comparison more dangerous on social media than in traditional media?
3 Evaluate
The recording states that teenagers are "twice as likely" to report symptoms of low self-esteem. How convincing is this statistic? What additional information would you need?
4 Analyze
Why does the recording end with a discussion of media literacy? What message is the speaker trying to convey?
MEDIA LITERACY
CRITICAL THINKING
FACTS > FILTERS
QUESTION EVERYTHING
THINK BEFORE YOU SHARE
NOT EVERYTHING ONLINE IS REAL
FACTS NOT FILTERS

2. **Identify**

What percentage of teenagers who spend more than three hours a day on image-based social media platforms report symptoms of low self-esteem?

....

3. **Identify**

What term do psychologists use to describe the selective posting of perfect moments?

....

B. Listen again. Complete the statements below.

1. Social media platforms have become highly .... stages where individuals perform constructed versions of their lives.
2. The gap between ordinary people and celebrities is .... on social media compared to traditional media.
3. Viewers instinctively treat the "highlight reel" as a .... and accurate picture of reality.
4. The recording emphasizes that .... is an essential skill for protecting mental health in the digital age.

C. Listen for a third time. Answer in full sentences.

1. **Analyze**

Why does the recording describe social media as "highly curated stages"? What does this imply about what we see online?

....

2. **Analyze**

According to the recording, why is social comparison more dangerous on social media than in traditional media?

....

3. **Evaluate**

The recording states that teenagers are "twice as likely" to report symptoms of low self-esteem. How convincing is this statistic? What additional information would you need?

....

4. **Analyze**

Why does the recording end with a discussion of media literacy? What message is the speaker trying to convey?

....

Language in Context : Media Analysis

Original (Biased)	Revised (Neutral + Hedging)
• **Everyone** knows exercise is essential.	• **Many studies suggest** that regular exercise play an important role in maintaining health.
• Social media makes **all** teenagers aggressive.	• **Some research** implies that **certain** types of social media content **could** influence aggressive behavior.
• Social media destroys teenagers' confidence.	• Research indicates that excessive social media use may negatively affect some teenagers' self-esteem.
• All teenagers believe everything they read online.	• Some teenagers might accept online information without critical evaluation.
• Social media is completely dangerous and should be banned for teenagers.	• Social media presents certain risks that may warrant guidelines for teenagers.

Interactive Exercise : Rewrite the Bias

A. Rewrite these biased sentences using neutral and hedging language

1. "Social media completely controls the way young people think."

....

2. "Teenagers waste all their time on social media."

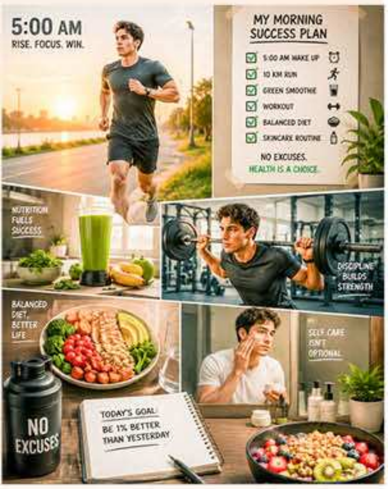
....

3. "Social media is the worst thing that ever happened to young people."

....

B. Find ONE example of a rhetorical question and ONE example of an intensifier in the social media post.

Type	Example from the audio	Effect on the Listener
Rhetorical question		
Intensifier		


5:00 AM
RISE. FOCUS. WIN.
MY MORNING SUCCESS PLAN
☑ 5:00 AM WAKE UP
☑ 10 KM RUN
☑ GREEN SMOOTHIE
☑ WORKOUT
☑ BALANCED DIET
☑ SKINCARE ROUTINE
NO EXCUSES.
HEALTH IS A CHOICE.
NUTRITION FUELS SUCCESS
DISCIPLINE BUILDS STRENGTH
BALANCED DIET, BETTER LIFE
SELF CARE ISN'T OPTIONAL
NO EXCUSES
TODAY'S GOAL
BE 1% BETTER THAN YESTERDAY

Mass Media – Social Media Post

Social Media Post for Analysis

- **Read this post carefully. You will analyze its language in the activity below.**

> "I woke up at 5 am, went on a 10-km run, prepared an amazing green smoothie, and still had time for a full skincare routine. If you're not living like this, you may feel less successful than others. Every successful person I know starts the day with intense exercise and a perfectly balanced diet. There are NO excuses. Health is a choice, always."

Media Analysis: Key Concepts

Word / Expression	Definition / Use in Context
highlight-reel effect	the tendency to post only the best moments online, creating a false image of reality
social comparison	evaluating yourself by comparing yourself to others
evaluative adjective	an adjective that expresses a judgment or opinion (e.g. amazing, toxic, unrealistic)

Comprehension Check

- **Answer the following questions.**

1. Analyze

Why are teenagers more affected by social media than others?

2. Analyze

Why is social comparison considered dangerous?

JRE

(Justify - Reason - Evidence)

1. To what extent do you think social media gives a realistic picture of life ? Give your claim and support it with reasons and evidence from the text.

2. What do you think of the writer's view of social media? Is it balanced or biased ? Support your judgment with evidence from the text.

3. **Evaluate**

Do you think social media has a positive or negative effect on teenagers ? Support your answer with reasons and evidence from the text.

4. **Explain**

What is the "highlight-reel effect"? Explain in your own words using evidence from the article.

Writing in Action

Types of persuasive writing techniques & their effects

Rhetorical questions	Intensifiers	Hedging words	Absolute words
• do not need an answer • used to make the reader think	• make ideas stronger	• show uncertainty or caution	• state facts with full confidence
Example: "Do I really need this?"	**Example:** (very – extremely – significantly)	**Example:** (may – might – could)	**Example:** (always – every – never – no excuses)

Neutral language is balanced, objective and free from bias.

Discuss & Reflect
YOUR MIND MATTERS
BE YOU

Speaking

Discussion Questions in groups:

Analyze

- How does the writer's purpose affect the language choices they make?

Analyze

- Can the same information be presented differently depending on the audience? Give an example.

Evaluation

- To what extent does social media create unrealistic expectations about lifestyle and identity? Justify your position with reasons and examples from your own observations.

Reflection

Self-Reflection

Questions	Your Reflection
What new vocabulary did you learn in this section?	
Which skill (identifying bias, analyzing language, evaluating arguments) do you feel most confident in?	
Which skill do you need more practice with?	
How can you apply what you've learned about media literacy to your daily life?	
What questions do you still have about social media and self-image?	
How would you know you have improved your media literacy skills?	

What new vocabulary did you learn in this section?
How can you apply what you've learned about media literacy to your daily life?
Which skill do you feel most confident in?
What questions do you still have about social media and self-image?
Which skill do you need more practice with?
How would you know you have improved your media literacy skills?
DON'T JUST CONSUME MEDIA. UNDERSTAND IT.
Be an informed thinker!

1.2

Exploring Modern Lifestyles

What it means to be part of modern life

Modern life moves faster than ever. Technology saves us time, yet we fill that time with more tasks, screens, and pressure. How we choose to live – our daily habits, our diet, and our sleep – shapes not only our physical health, but also our identity and sense of self.

Inquiry Question:

- **How do lifestyle habits and technology use shape identity differently among young adults in collectivist cultures (e.g. Egypt) vs. individualistic (e.g. USA) cultures?**

JRE

(Justify - Reason - Evidence)

To what extent do you think exercise improves teenagers' mental health?

Discussion in groups:

Explain

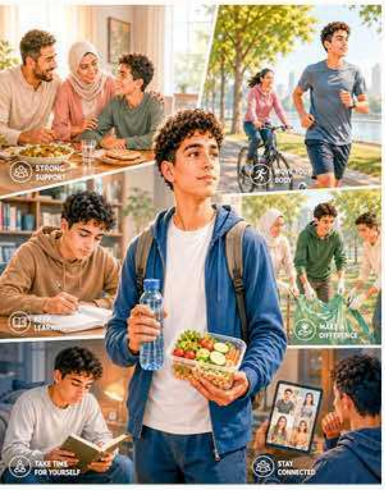
- What habits do teenagers have in common today?

Analyze

- How do different lifestyles affect our well-being and happiness?

Evaluate

- Do you think today's teenagers have healthier habits than previous generations? Why? / Why not?



Habits for a Healthy Lifestyle *

* *"Synthesized and adapted by the national curriculum development team from the World Health Organization, Guidelines on Physical Activity and Sedentary Behaviour (2020). Guthold et al. Lancet Child & Adolescent Health, 2019."*

- **Read the first paragraph carefully. Underline the words that refer to healthy actions.**

1. Exercise and Physical Activity

Health experts regularly recommend that teenagers do at least 60 minutes of moderate-to-hard physical activity every day. This doesn't necessarily mean competitive sport. Activities such as cycling to school, swimming, or even a brisk walk, all count towards the daily target. What makes exercise particularly powerful is its effect on the brain: physical activity causes the release of endorphins, chemicals that reduce feelings of stress and anxiety at the same time as boosting mood and self-confidence.

JRE

(Justify - Reason - Evidence)

To what extent is physical activity important for reducing stress?

Support your answer with evidence from the text.

Furthermore, teenagers who exercise regularly tend to sleep more deeply and report higher levels of concentration during school hours. Despite these well-documented benefits, a landmark WHO-led study found that more than 80% of teenagers worldwide fail to meet the recommended daily activity levels, largely due to **sedentary** screen-based habits.

- **Read this paragraph and give a sentence that summarizes the main idea.**

2. Nutrition, Sleep, and Recovery

A balanced diet is widely seen as the foundation of physical and mental **well-being. Nutritionists** advise that teenagers consume a varied range of fruits, vegetables, whole grains, lean proteins, and healthy fats, while limiting their intake of **processed foods**, too much sugar, and high-caffeine drinks. Poor nutrition has been directly linked to fatigue, difficulty concentrating, and mood changes, all of which affect academic performance. Sleep is equally important, but it is often **underestimated**. Teenagers require from eight to ten hours of sleep per night to support brain development, emotional control, and physical recovery. Research published in the journal *Sleep Medicine* found that teenagers who slept fewer than seven hours per night were more likely to report symptoms of anxiety and depression. Setting up a regular bedtime routine, such as avoiding screens for one hour before sleeping, has been shown to improve sleep quality.

- **Read and discuss with your partner how to improve your mindfulness. Then, write down your notes.**

JRE

(Justify - Reason - Evidence)

1. Is physical activity more important than diet for teenagers' well-being?

- Justify your position using evidence from the reading.

2. Sleep, nutrition, physical activity, and mindfulness: Which is the most important for mental health?

- Defend your opinion with evidence and explanation.

3. Mindfulness, Social Connection, and Mindful Consumption

In recent years, **mindfulness** has moved from specialist wellness programs into common education. Mindfulness involves paying deliberate attention to the present moment, and can take many forms: meditation, slow breathing exercises, yoga, or simply sitting quietly without a device. Studies suggest that even ten minutes of daily mindfulness practice leads to **measurable** reductions in stress hormones over a period of four to six weeks. Alongside mindfulness, social connection plays a very important role in emotional health. Spending quality time with friends and family — face to face rather than through screens — has been shown to reduce loneliness and build the emotional resilience needed to cope with life's pressures. Finally, many psychologists advise us to be conscious not only of what we eat, but also of the media, products, and information we absorb daily.

Comprehension Check

A **Answer the following questions.**

1. **Explain**
According to the text, what is the recommended daily activity level for teenagers? Give ONE example of how this can be achieved.

....

2. **Explain**
In your own words, explain what "mindful consumption" means. Why do psychologists consider it an essential life skill?

....

3. **Analyze**
How does exercise affect the brain? Use evidence from the text to support your answer.

....

4. **Analyze**
What did the WHO-led study reveal about teenagers worldwide? Why does the text describe this finding as surprising?

....

5. **Evaluate**
Do you think "mindful consumption" is one of the most important life skills for teenagers today? Why or why not? Use ideas from the text to support your answer.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Teenagers are advised to exercise daily, even if only for a short time.	F	*Health experts recommend that teenagers do at least 60 minutes of moderate to hard physical activity every day.*
2. Teenagers who exercise regularly tend to concentrate better at school.		
3. According to the WHO, most teenagers worldwide meet the recommended activity levels.		
4. Sleep has little connection to emotional wellbeing in teenagers.		
5. Mindful consumption only refers to food choices.		

- **Note :** If you mark a statement Not Given (NG) : In one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked at.

Vocabulary

1. **Match the following words with their meanings.**

Words	Meanings
1. well-being	**a.** involving little physical movement
2. sedentary	**b.** paying careful attention to the present moment
3. mindfulness	**c.** a state of being comfortable, healthy, and happy
4. nutritionist	**d.** any food that has been changed from its natural state often by adding sugar, salt or chemicals to make it last longer
5. underestimated	**e.** a health expert who gives advice on what to eat to stay healthy
6. measurable	**f.** not valued enough
7. processed food	**g.** noticeable or able to be tracked, counted, or seen

2. Write **TWO** sentences using the vocabulary in **bold** that you identified in the text.

....

....

Grammar Focus

Participial Phrases and Relative Clauses

➔ • **A participial phrase** begins with a verb in its -ing or -ed form and adds detail to the main clause. It allows you to pack more information into a single sentence without losing clarity.

Example:

- **Exercising** regularly, people reduce the risk of serious diseases.
- **Motivated** by their health goals, many individuals choose to adopt a more active lifestyle.

➔ • **A relative clause** uses **who**, **which**, or **that** to give more information about a noun.

- It allows you to define, clarify, or add evidence to the key elements of your arguments.

Application : Use participial phrases to present evidence efficiently while keeping your claim in the main clause.

Example: Adolescents **who** sleep fewer than seven hours are significantly more likely to report anxiety.

- Both structures allow you to combine ideas and add precision- which is an important skill in academic writing.

  - People **who** eat healthy food stay fit and active. **(Relative clause)**

  - People **eating** healthy food stay fit and active. **(Participial phrase)**

Application : Use relative clauses to introduce and cite evidence, define key terms, or add nuance to your claims.

Grammar in Context

Participial Phrases & Relative Clauses

A. Find THREE examples of participial phrases or relative clauses in the reading text. Underline and annotate them in the text.

B. Combine each pair of sentences using a participial phrase.

Teenagers follow healthy habits. As a result, they improve their well-being.

C. Write two sentences about a healthy lifestyle:

– one using a participial phrase.

– one using a relative clause.

D. Write one sentence expressing a claim about a healthy lifestyle using a participial phrase or a relative clause.

Annotation : A note or comment added to something to explain it or make it clearer.

Speaking

Discuss the following questions in pairs or small groups:

- Which of the habits do you think is most important for teenagers today? Take a position, explain your reasoning, and support it with examples.
- Are any of the habits difficult to maintain in your daily life? What challenges do you face?

Presentation Task

- **After discussing your ideas with your classmates, create a 2-3-minute individual presentation.**

Choose ONE habit:

Explain:

- Why it is important for well-being.
- How it affects individuals and society and how it is linked to their well-being.
- Include a counterargument.
- Conclude with a clear judgment.

Presentation Task Checklist

After your presentation, evaluate yourself:

1. I speak clearly and loudly. ☐

2. I look at my audience. ☐

3. I give relevant ideas and examples. ☐

4. I use appropriate vocabulary. ☐

5. I speak in full sentences. ☐

6. I give reasons for my opinions. ☐

Writing

➔ How to Structure an Analytical Paragraph

1. Topic Sentence (Claim)

Start with a clear opinion that answers the question.

This sentence should state your position and link to the question.

Example: Physical activity is more influential than diet in improving overall well-being.

2. Reason

Explain WHY you believe your claim is well supported.

This sentence should give a clear explanation and show understanding.

Example: This is because exercise directly affects both physical health and mental well-being.

3. Evidence

Support your idea using: information from the text, examples or facts.

Example: According to the text, physical activity releases endorphins, which reduce stress and improve mood.

4. Explanation

Explain how your evidence supports your claim.

Example: This shows that exercise not only improves physical health but also has a strong impact on mental well-being.

5. Concluding Sentence

End by reinforcing your main idea.

Example: Therefore, physical activity plays a more significant role than diet in shaping overall well-being.

➔ Analytical Paragraph Rubric/Checklist

Before you submit your paragraph, check:

- **Sentence 1:** Clear claim (answers the question)
- **Sentence 2:** Clear reason (explains why)
- **Sentence 3:** Evidence from the text (fact or example)
- **Sentence 4:** Explanation (links evidence to claim)
- **Sentence 5:** Concluding sentence (restates and strengthens your idea)

Reflection

Writing Task

Choose one (or create your own) topic related to the concept of well-being:

- To what extent is sleep more important than other lifestyle factors in supporting well-being?
- How does mindfulness improve well-being more than physical habits?
- Why is social connection more important than individual habits for well-being? Justify your answer.

EMOTIONAL SUPPORT
Helps us cope with challenges
RESILIENCE
We recover faster together
HAPPINESS
Stronger relationships lead to greater joy
BETTER HEALTH
Linked to longer and healthier lives
BELONGING
Reduces loneliness and stress
HABITS

1.3

Whose Responsibility Is It?

SECTION B : Shared Responsibility

Who is responsible for the way we live?

People have different opinions about who is responsible for a person's lifestyle and well-being. Some believe that individuals should make their own healthy choices and take control of their habits. Others argue that family, society, money, and social media strongly influence people's decisions. The article explores different perspectives on responsibility, well-being, and the factors that shape human behavior and identity.

Personal Choices	Family & Upbringing	Society & Media
diet, exercise, sleep, habits	values, routines, role models	advertising, culture, peer pressure

Inquiry Question:

- **What factors might affect a person's ability to live a healthy life?**

Discussion in pairs:

Explain

- What does "**taking responsibility for your life**" mean to you?

Analyze

- Look at the table above. Which factor do you think has the greatest influence over how we live?

Evaluate

- How far do personal choices shape human behavior and identity?

Brainstorming

Brainstorm :
Responsibility
1. In 2 minutes, write as many words or short ideas as possible about "responsibility".
2. Group your ideas in categories (e.g. personal, school ...)
3. Share with a partner and explain one idea.

Modern Health*

"Perspectives on Responsibility and Well-being"

** "Synthesized and adapted by the national curriculum development team from Albert Bandura's Self-Efficacy Theory (as evaluated in the Journal of Health Psychology), the WHO Social Determinants of Health (SDOH) framework, and Thaler & Sunstein's Nudge Theory of public policy."*

1. The Case for Personal Responsibility

Many health professionals and philosophers argue that personal responsibility lies at the heart of a well-lived life. From this perspective, every individual possesses the **agency**–the capacity to choose and act, and it is through the exercise of this agency that identity is formed. Choosing to exercise, to eat nutritiously, to sleep well, and to manage stress are not simply habits; they are expressions of who we are and what we value. Psychologists refer to this as having an "internal **locus of control**" - a belief that one's own actions, rather than external forces, determine outcomes.

Research often supports the benefits of taking personal ownership. A landmark study published in the Journal of Health *Psychology* found that individuals who scored highly on **self-efficacy** measures–that is, those who believed in their ability to make positive changes–were significantly more likely to maintain healthy behaviors over time, regardless of their socioeconomic background.

Furthermore, advocates of personal responsibility argue that framing health as someone else's problem can be **disempowering**. When individuals attribute their choices entirely to outside forces, they risk becoming passive. Taking ownership, by contrast, builds confidence, **resilience**, and a sense of purpose, qualities that are central to a positive identity.

2. Social and Environmental Influences

However, the idea that individuals are entirely responsible for their own health is increasingly challenged by social scientists and public health experts. Research in sociology demonstrates that where we grow up, how much money our family has, and the cultural rules we are raised with profoundly shape the choices available to us.

A teenager growing up in a neighborhood with no safe parks or affordable sports facilities cannot simply "choose" to exercise easily. A family with limited income may struggle to prioritize fresh vegetables over cheaper processed foods. These are not failures of willpower; they are **structural barriers**, obstacles built into the environment that restrict genuine choice.

Moreover, advertising and social media exert enormous pressure on young people. Brands invest billions in campaigns designed to shape preferences and habits, often targeting teenagers who are at a particularly impressionable stage of development.

3. The Role of Government and Shared Responsibility

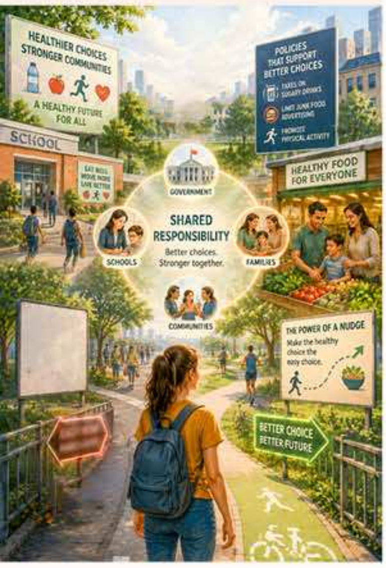
A third perspective argues that responsibility is not an either-or choice; it does not belong entirely to the individual or entirely to society, but is shared. Governments, schools, families, and communities all have a role in creating the conditions that make healthy living possible and accessible.

JRE

(Justify - Reason - Evidence)

- To what extent is personal responsibility the most important factor in maintaining a healthy lifestyle? Justify your position using evidence from the reading.

- To what extent can someone be "responsible" for choices they were never truly free to make? Defend your opinion with evidence and explanation.


HEALTHIER CHOICES
STRONGER COMMUNITIES
A HEALTHY FUTURE FOR ALL
SCHOOL
EAT WELL
MOVE MORE
LIVE BETTER
POLICIES THAT SUPPORT BETTER CHOICES
TAXES ON SUGARY DRINKS
LIMIT JUNK FOOD ADVERTISING
PROMOTE PHYSICAL ACTIVITY
HEALTHY FOOD FOR EVERYONE
GOVERNMENT
SHARED RESPONSIBILITY
Better choices. Stronger together.
SCHOOLS
FAMILIES
COMMUNITIES
THE POWER OF A NUDGE
Make the healthy choice the easy choice.
BETTER CHOICE BETTER FUTURE

In recent decades, many governments have introduced public health policies intended to guide and encourage better choices: taxes on high-sugar drinks, restrictions on junk food advertising near schools, and national campaigns promoting physical activity. Proponents argue that these measures do not remove individual freedom – they reshape the environment so that the healthier choice becomes the easier choice.

Economist Richard Thaler's concept of the "**nudge**" captures this idea precisely: small, well-designed changes to the context in which decisions are made can shift behavior without restricting freedom. From this viewpoint, responsibility is not abandoned by the individual — it is supported and shared by the structures around them.

Comprehension Check

A **Answer the following questions.**

1. Explain

According to the text, what does having an "internal locus of control" mean? Why do some psychologists consider it important for well-being? Explain your answer.

....

2. Analyze

What evidence does the text provide to support the argument for personal responsibility? How convincing do you find this evidence?

....

3. Explain

Explain what the text means by "structural barriers". Give TWO examples from the text.

....

4. Analyze

How does advertising complicate the idea of personal responsibility, according to the article?

....

5. Evaluate

Do you think Richard Thaler's idea of the "nudge" is an effective way to encourage responsible behavior? Why or why not? Use ideas from the text to support your answer.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Individuals with high self-efficacy are more likely to maintain healthy behaviors over time.		
2. The article argues that personal responsibility is the only factor that matters for health outcomes.		
3. Structural barriers make it genuinely difficult for some people to make healthy choices.		
4. Governments have no role to play in helping individuals make better lifestyle choices.		
5. The concept of "nudge" involves restricting people's freedom to choose.		

- **Note :** If you mark a statement Not Given (NG) : In one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked at.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. agency	**a.** the belief in one's own capacity to succeed
2. self-efficacy	**b.** obstacles in the environment that limit genuine choice
3. structural barriers	**c.** the power to make choices and take independent action
4. locus of control	**d.** a gentle push towards a certain behavior without force
5. resilience	**e.** a person's belief about whether they control their own life
6. nudge	**f.** the ability to recover and adapt in the face of difficulty
7. disempowering	**g.** making someone feel less capable or in control

Speaking

Small-Group Discussion:

To what extent is it fair to hold individuals responsible for their own poor health choices? Consider factors such as access to resources, education, and social influence. Take a position, explain your reasoning, and support your view with examples.

Reflection

Presentation Task

- **Choose ONE perspective on responsibility and create an individual presentation :**
- Explain whether you agree that this perspective best explains responsibility for health using (a claim + reason + evidence).
- Include an opposing view and explain how the debate relates to personal or social identity.

Writing Task

➔ **To what extent is personal responsibility important in maintaining a healthy lifestyle?**

- **Write an analytical paragraph of (150-180) words. Use ideas from the text to support your answer using:**

- I believe that ....
- This is because ....
- The text shows that .... However, ...
- Therefore, ...
- It's argued that ....
- It's suggested that ....

....

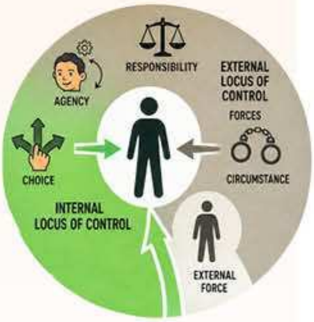
....

....

....

1.4

Understanding Mental Health



What it means to live under pressure in modern life

Modern teenagers face increasing pressure from many aspects of daily life. Academic demands, social expectations, and consistent exposure to digital media can affect how they think, feel, and behave.

Inquiry Question:

- **What are the main sources of stress in teenagers' lives today, and how do digital habits change the way they experience that stress ?**

Discussion in groups of four:

Analyze

- How might school, family, and social media affect teenagers' mental health?

Explain

- How do teenagers usually deal with stress?

Evaluate

- To what extent can media affect teenagers' behavior and feelings?

Listening

- **Listen to an audio recording about "Mental Health":**

Under Pressure: Understanding Stress and Mental Health in Egyptian Teenagers*

**Adapted from a school health survey, Ministry of Education, Egypt (2023).*
Sample: 450 students aged 14-17, mixed urban/rural.

- **Listen and answer the following questions.**

1. Explain
According to the study, what percentage of teenagers reported high stress during exams? What were the four main causes?

....

2. Analyze
What specific finding links physical activity to stress levels? What does "controlling for academic performance variables" mean?

....

Listen

JRE

(Justify - Reason - Evidence)

- To what extent can a single study provide sufficient evidence for drawing conclusions about teenage mental health? Defend your position with reasons and evidence.
- To what extent do cultural perspectives influence the interpretation of mental health data? Support your answer with evidence.

3. Evaluate

How did collectivist and individualistic students differ in their coping strategies? Which approach was more effective in your opinion?

……………………………………………………………………………………

4. Analyze

What difference did researchers find in access to school counseling? What type of further research did they call for, and why?

……………………………………………………………………………………

Speaking

Listen to the mass media article and discuss :

- The impact of social media on teenagers in terms of causing stress.
- Which is more effective for managing stress family support or individual activities ?
- To what extent do teenagers compare themselves to others online ?
- What questions would you still need to answer before fully trusting these results? Explain why each question matters.

Grammar Focus

Conditional Structures

Academic writing requires precision, caution, and clarity.
To help achieve this, we can use **conditional structures for hedging**.

• Conditional Structures (Hedging)

Conditionals allow writers to express certainty, possibility, or caution – an essential skill for JRE when making claims based on evidence.

- **First conditional** (real): "If schools offer counseling, stress levels may fall."
- **Second conditional** (hypothetical): "If more schools offered counseling, students would most likely feel better supported."
- **Third conditional** (unreal past): "If the study had included more schools, the findings would have been more conclusive."

Reflection

Grammar in Context

A. Complete the sentences with "if" conditionals.

1. If teenagers exercise regularly, they ……………… .

2. If schools had offered health support earlier, fewer students ……………… stress.

3. If social media were less popular, teenagers ……………… less pressure.

B. Write THREE sentences about mental health in school life. Use conditional forms.

……………………………………………………………………………………

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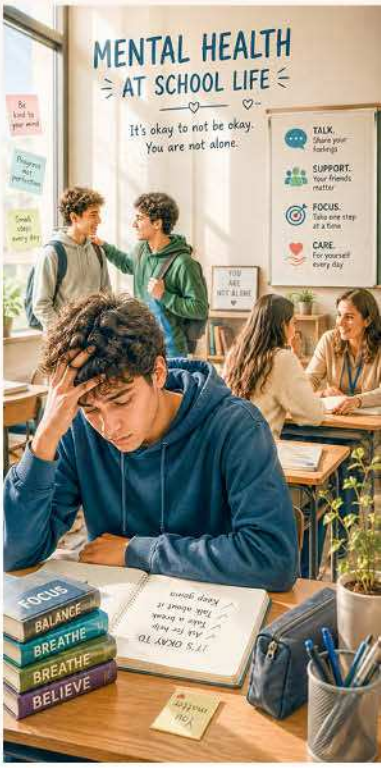

MENTAL HEALTH
AT SCHOOL LIFE
It's okay to not be okay.
You are not alone.
Be kind to your mind
Progress not perfection
Small steps every day
TALK. Share your feelings
SUPPORT. Your friends matter
FOCUS. Take one step at a time
CARE. For yourself every day
YOU ARE NOT ALONE
FOCUS
BALANCE
BREATHE
BREATHE
BELIEVE
IT'S OKAY TO:
Ask for help
Take a break
Talk about it
Keep going
You matter

1.5
Assessment

Summative

Writing Task

- **Write an analytical paragraph of (150-180) words:**

Choose ONE of the following questions:

A. What does it mean to live a good life in today's world?

B. Should social media be held responsible for influencing our lifestyle choices?

C. How do cultural differences shape our understanding of well-being?

Writing Frame — Complete and Expand Each Sentence Starter

- The issue of .... is widely discussed today.
  This paragraph examines .... using evidence from the text.
- Firstly, ...
  This suggests that ....
- The text shows that ....
- Furthermore, ...
  This indicates that ....
- However, ...
- In contrast, the text highlights that ....
  Overall, it can be argued that .... because ....
  If .... , then ....

Before you write:
What knowledge and assumptions are you drawing on? What perspectives might you be missing from your paragraph?

Reflection Questions :

1. How have your views about lifestyle and well-being changed throughout this unit?
2. What new questions do you now have about mental health, social media, or public responsibility?
3. Which claims in the unit were based on solid evidence, and which were mostly opinion?
4. How did your own cultural background influence the way you interpreted the texts in this unit?
5. What new analytical or rhetorical skills have you developed?

Self-Assessment

Rate yourself for each skill

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can...	★★★	★★	★
Reading	read a health article for gist, identify key details, and support my answers with evidence from the text.			
	identify the main argument and supporting points in an opinion article about social media and self-image.			
	analyze a multi-perspective opinion article and identify three distinct viewpoints: personal, social, and shared responsibility.			
Vocabulary	understand and use: well-being, sedentary, mindfulness, resilience.			
	understand and use: agency, self-efficacy, structural barriers, locus of control, nudge, disempowering.			
Grammar	identify and use participial phrases (-ing/-ed) to add detail to a main clause efficiently.			
	identify and use relative clauses (who, which, that) to define or add information about a noun.			
	use conditional structures correctly to express possibilities (If ..., will / may ...) (If ..., would ...) (If... had..., would have...).			

Media Literacy	identify biased, evaluative, and persuasive language (intensifiers, hedging, absolute language, rhetorical questions) in media texts.			
	distinguish between a fact, an opinion, and a biased claim in a social media post or article.			
JRE	construct a JRE argument: state a clear claim, give a reason, cite evidence from the text, and explain how it supports my claim.			
Listening	listen to a research-based article, answer detailed questions accurately, and explain the meaning of technical terms in context.			
Speaking	take a clear position on a discussion question, explain my reasoning, and support it with examples.			
Writing	write an analytical paragraph with a topic sentence (claim), reason, evidence from the text, explanation, and concluding sentence.			

One skill I want to work on:

One thing I am proud of in this unit:

CONCEPT 2 Experiences

UNIT
2
Leisure Time

Unit Overview

This unit explores the concept of experience by showing how young people choose to spend their leisure time and what those choices reveal about identity, values, responsibility and well-being. It examines four key leisure domains: screen-based activities, the creative arts, sports, and outdoor adventurous experiences, and considers the balance between passive and active leisure.

You will evaluate how different forms of leisure affect mental health, academic performance, and social development. Through a research report, magazine articles, and a literary extract, you will practice reading critically, constructing JRE arguments, and writing analytically in context.

You will be able to:

Reading: read a report, an article and a narrative for gist and detail; distinguish fact from opinion.

Speaking: give a structured spoken opinion with reasons and acknowledge counter-arguments.

Writing: write an opinion paragraph and a reflective diary entry.

Language: use gerunds and infinitives and the three narrative tenses accurately in context.

Content Objectives	Language Objectives
You will: • identify the effects of screen time, creative arts, and sport on young people's health and identity. • analyze a research report, magazine articles, and a literary extract on leisure and well-being. • evaluate sources, and distinguish fact from opinion. • construct structured (JRE) arguments, acknowledge counter-arguments, and write analytically.	**You will:** • use gerunds and infinitives correctly after verbs, prepositions, and adjectives. • build topic vocabulary across three domains: screen time, creative arts, and sports. • write an opinion paragraph and diary entries.

Inquiry Question ?

- **How can young people manage their time between screens and real-life activities?**
- **Look at the spectrum below and answer:**

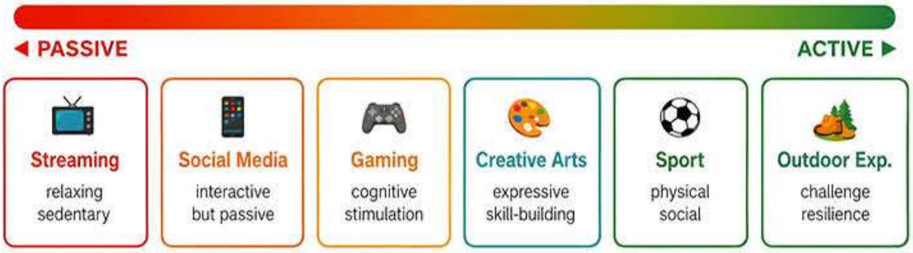
Identify

- Where would you place each leisure activity shown? Why?

Analyze

- How far do you agree that passive leisure is less valuable than active leisure?

The Leisure Spectrum — From Passive to Active



◀ PASSIVE

ACTIVE ▶

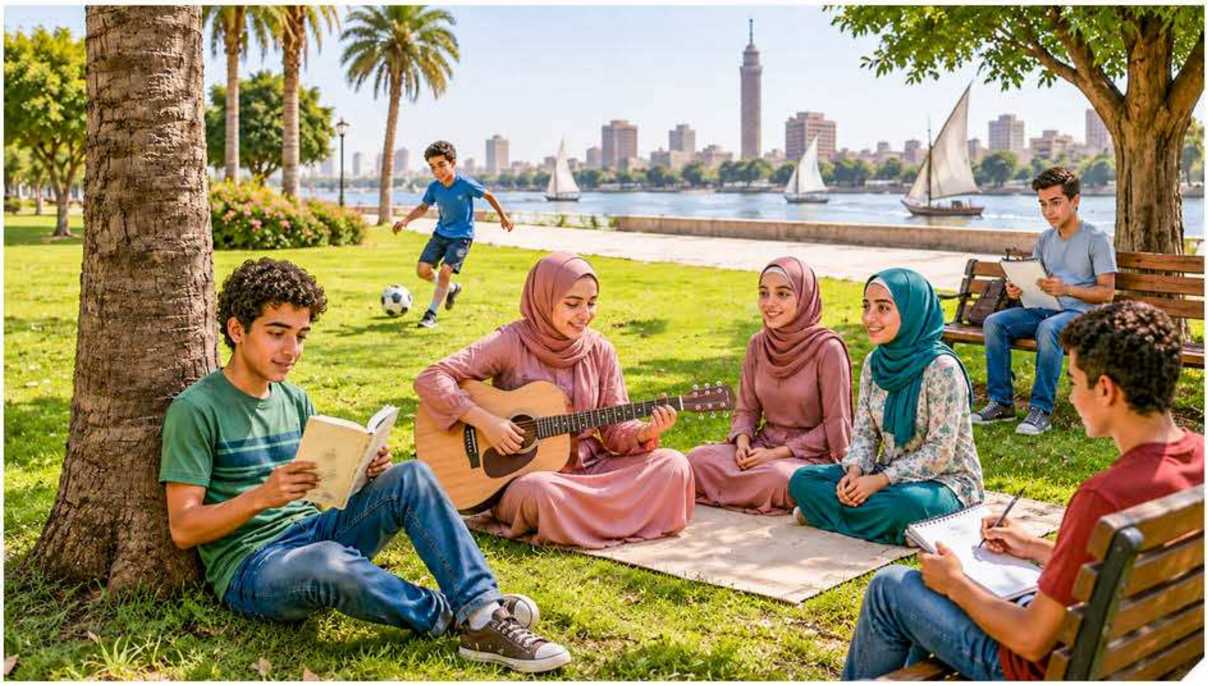
Streaming	Social Media	Gaming	Creative Arts	Sport	Outdoor Exp.
relaxing sedentary	interactive but passive	cognitive stimulation	expressive skill-building	physical social	challenge resilience

Key Benefits at Each Level:

Rest & Relaxation	Connection & Entertainment	Creativity & Self-expression	Physical & Mental Fitness	Growth & Resilience

- **Look at the picture and discuss the question.**

Which activity would you most like to do in your leisure time?



SECTION A : Leisure in a Digital World

2.1

Screen Time and Young People

What it means to navigate a screen-saturated world

This research report explores how screen time affects teenagers' mental health, self-image, and daily life. It also examines the benefits of taking breaks from screens and finding a healthy balance between online and offline activities.

Inquiry Questions:

1. How does screen time affect teenagers' mental health and social development?
2. What is the difference between healthy and harmful screen use?

Discussion in pairs:

Explain

- How does screen time affect teenagers' mental health, self-image and daily life?

Analyze

- Why do you think taking regular breaks from screens can improve teenagers' well-being?

Evaluate

- Do you agree that teenagers should find a balance between online and offline activities? Why/Why not?

Support your opinion with reasons and examples from your own experience or the report.

JRE

(Justify - Reason - Evidence)

To what extent do you think social media has a positive or negative impact on teenagers' self-image? Give evidence.

Listening

Listen

قهوة نجيب محفوظ

Screen Time and Young People (Research Report)*

**An original pedagogical listening script custom-authored by the national curriculum development team; it synthesizes data from the Common Sense Census (2019), the WHO's ICD-11 gaming disorder guidelines to train students in fact-versus-opinion discrimination and structured oral argumentation.*

A **Listen to the broadcast, then choose the correct answer from a, b, c, or d:**

1. What is the speaker's main purpose in this text?
   a. To prove that screens are completely harmful and should be banned.
   b. To describe the problems of screen time and suggest ways to find a healthy balance.
   c. To advertise the benefits of video gaming for teenagers.
   d. To explain how social media platforms like TikTok work.

2. According to the speaker, the most important message about screen use is ....
   a. screens are essential, so we should not worry about them.
   b. the goal is to eliminate screen time completely
   c. balance between screen use and offline activities is crucial
   d. only social media is harmful, while gaming is always beneficial

B **Listen again and fill in the blanks.**

Research consistently shows that taking regular breaks from screens can improve mood, (1)...................... , and sleep quality. Outdoor activities and creative hobbies offer advantages that screens cannot (2)...................... . Studies show that even short periods in nature can (3)...................... feelings of stress. Experts recommend the "20-20-20 rule": every 20 minutes, look at something (4)...................... feet away for at least 20 seconds. Finally, young people who set clear boundaries, such as avoiding phones before bed, feel more in (5)...................... of their habits.

JRE

(Justify - Reason - Evidence)

To what extent does social media have a positive or negative impact on teenagers' self-image? Give evidence.

C **Listen again and answer the following questions.**

1. Identify

According to the audio, how long do teenagers spend on screens each day, not including school time?

....

2. Analyze

What does the audio say about the effect of social media on self- esteem? Use evidence from the audio.

....

3. Analyze

What positive effects of gaming does the audio mention? What are the risks?

....

4. Identify

What is the audio's key message about screen time and balance?

....

5. Explain

The '20-20-20 rule' in your own words.

....

JRE

(Justify - Reason - Evidence)

How can gaming be both a useful activity and a harmful one? Give evidence for each one.

- **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Teenagers spend an average of seven hours on screens, including school screen time.	F	*Text: The seven-hour figure excludes school screen time.*
2. Heavy social media use is linked to increased anxiety and loneliness.		
3. The WHO recognized gaming disorder as a mental health condition in 2019.		
4. Taking regular breaks from screens can improve mood and sleep quality.		
5. All forms of screen time are equally harmful to mental health.		

NOTE: If you mark a statement NG (Not Given): In one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where you find it in the audio.

Vocabulary

1. Match the following words with their meanings.

Words	Meanings
1. replicate	**a.** limits or rules that show what is acceptable or allowed
2. interfere	**b.** making you feel happy, satisfied, and complete
3. fulfilling	**c.** to copy something exactly or produce something similar
4. mindful	**d.** to affect a situation in a negative way or stop something from working properly
5. boundaries	**e.** paying conscious attention to the present moment
6. withdraw	**f.** an uncomfortable feeling of nervousness or worry about something that is happening
7. addictive	**g.** to take or move out or back, or to remove
8. anxiety	**h.** causing a very strong need or desire to keep doing or using something

2. **Write TWO sentences using the vocabulary in the table in exercise 1.**

....

....

....

....

- **Screen Time Around the World**

Country	Screen Time Trends	What Egypt Can Learn
Egypt	increasing screen time; social media popular; limited outdoor space in cities	create safer outdoor spaces
Finland	less screen time; more outdoor activities; excellent education system	balance screens with nature
USA	high screen time; growing concern about mental health	provide mental health education

- **Compare and Contrast:**

1. How might cultural values in Egypt influence screen time habits?

....

2. What can Egypt learn from countries that have lower screen time?

....

3. What unique challenges do Egyptian teenagers face regarding screen time?

....

Speaking

Discuss the following questions in pairs or small groups:

Explain

- What do you enjoy doing in your free time? How do you decide the way you spend your leisure time?

Evaluate

- Do you think screen time counts as a leisure activity? Why or why not?

Analyze

- To what extent does social media create unrealistic expectations about lifestyle and identity?

Build your Ideas

- "From my perspective, ... because ..."
- "The evidence suggests that ..., which means ..."
- "I would argue that ..., although I acknowledge that ..."

Presentation Task

- Give a short individual presentation on **ONE** of the topics below.

Role	Audience	Purpose
an informed student presenting to your class	classmates who will assess your presentation using the shared rubric	To persuade with a clear structure : Opening → main idea → conclusion

SPEAK
SHARE
INSPIRE
Your ideas matter!
After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevent ideas and examples.
I use appropriate vocabulary.
I speak in full sentences.
I give reasons for my opinions.

Topic A: How does screen time affect teenagers' mental health?
→ Use evidence from the reading. Present at least TWO effects and explain them clearly.

Topic B: Do the benefits of gaming outweigh the risks for young people today?
→ Present both sides of the argument and give your own opinion with a reason.

Topic C: What is the best way for Egyptian teenagers to balance screen time with offline activities?
→ Refer to the audio and use examples from your own daily life or Egyptian culture.

Peer Assessment Checklist

- **As your partner speaks, write Yes or No and write a short comment.**

What to Listen for	Yes / No	Your Comment
1. Did the speaker introduce the topic clearly?		
2. Did the speaker support their points with evidence from the audio?		
3. Did the speaker express a personal opinion with a reason?		
4. Did the speaker use linking words (firstly, however, in conclusion...)?		
5. Were the speaker's voice and pronunciation easy to understand?		

➔ Self-Reflection — After Your Presentation.

- **Answer these questions.**

1. What did you do well in your presentation?

....

2. Which language features did you use: using evidence, expressing an opinion, contrasting ideas or concluding?

....

3. What would you improve if you gave this presentation again?

....

Writing Reflection

Writing Task

- **Choose ONE topic, or create your own topic related to screen time and well-being. Write Five (5) sentences about it:**

Evaluate

- To what extent is screen time more harmful than beneficial for teenagers?

Evaluate

- Should schools restrict students' use of social media? Give your view.

Analyze

- To what extent is a balance between screen time and other leisure activities the key to well-being?

....

....

....

....

....

....

....

2.2

Creative Arts as Leisure Activities

What it means to grow through the arts

Creative activities like drawing, making music, and writing play an important role in young people's lives. While many teenagers spend long hours on screens, the creative arts offer a different and more meaningful experience. This text explores how creativity can improve the brain function, emotional well-being, and personal development. It also shows how creative activities help teenagers express themselves and build important life skills.

Inquiry Question:

- **How do creative arts contribute to teenagers' self-expression and identity formation ?**

Discussion in groups of four:

Explain

- How do creative activities benefit young people's mental health and development?

Evaluate

- Should schools give students more time for creative leisure activities? Why?

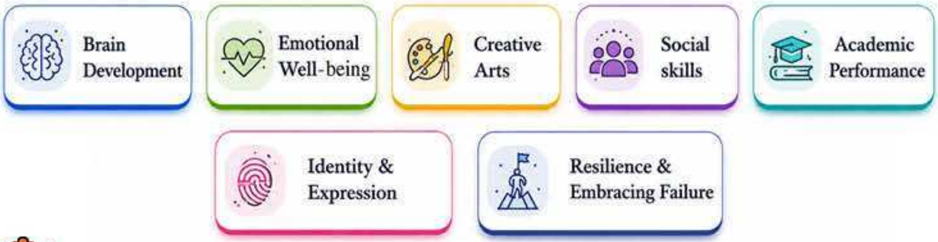


Diagram 3: Benefits of Creative Arts (Mind Map)

Creative Arts Are Good for Your Brain and Your Soul*

* *"Synthesized and adapted by the national curriculum development team from contemporary cognitive neuroscience on cortisol and brain plasticity, Csikszentmihalyi's psychological framework of 'flow' state, and Arts Council England's strategic research on youth emotional resilience.*

- **Read the article carefully. Each paragraph has a primary theme. Match the titles provided in the list below (A–E) to the correct paragraph (1–5). Write the letter of the corresponding title next to the paragraph number.**

Titles: **A.** Developing Valuable Collaborative Skills
B. Building Resilience Through Failure
C. The Psychological Benefits of "Flow"
D. Self-Expression and Cultural Identity
E. Creative Hobbies and Cognitive Growth

1. ....

Ask anyone who has ever lost themselves in a painting, a song, or a story, and they will tell you: creative activity is unlike anything else. Time slows down, worries fade, and there is only the work in front of you. Psychologists call this state "flow": a condition of complete absorption in a meaningful task. Research suggests that even thirty minutes of creative **engagement** per day can measurably reduce levels of the stress hormone cortisol, offering young people a natural, accessible form of emotional recovery.

2. ....

The benefits of creative leisure go far beyond simple relaxation. Neuroscientists have found that making art, whether drawing, playing an instrument, or writing, activates multiple regions of the brain. It strengthens neural connections and improves **cognitive flexibility**. Unlike passive screen-based entertainment, creative activity demands that the brain produce rather than merely consume. In other words, creative hobbies literally make you smarter, and the evidence for this is growing stronger with each decade of research.

3. ....

For teenagers, creative arts offer something especially valuable: a space for **authentic** self-expression. During the teenage years, young people are constantly figuring out who they are, who they want to be, and how they fit into the world. Art provides a safe, non-judgmental **arena** for this exploration. In Egypt, traditional art forms such as calligraphy, arabesque design, music, and storytelling offer additional layers of cultural meaning, connecting young people to their heritage while allowing them to understand it in a new and contemporary way.

4. ....

Collaboration is another strong benefit. A school orchestra, a drama production, a street art collective — all of these require young people to listen to each other, and work toward a shared goal. These are skills that no classroom test can measure, yet employers and universities consistently rank them among the most valuable skills a young person can possess.

5. ....

Perhaps most importantly, creative arts teach young people to embrace failure. In art, there is no single correct answer. A painting that does not turn out as planned is not a failure — it is a lesson. A musician who plays a wrong note in a concert learns more from that moment than from any perfect **rehearsal**. Research by Arts Council England showed that young people who regularly engage in creative activities show greater emotional resilience and are more likely to volunteer in their communities, suggesting that the benefits extend far beyond the individual.

JRE

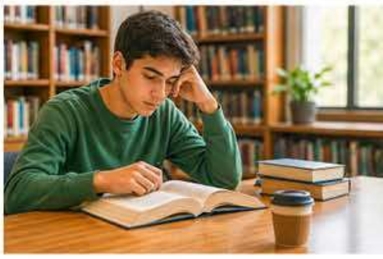
(Justify - Reason - Evidence)

1. To what extent do you think failure is important for learning? Give an example from the text.
2. How do creative hobbies make people smarter? Mention scientific evidence from the text.

JRE

(Justify - Reason - Evidence)

- Is collaboration one of the benefits of creative arts? Explain your opinion using evidence from the passage.
- To what extent are creative arts important for teenagers' brain development? Find evidence from the passage to justify your opinion.



Comprehension Check

• Answer the following questions.

1. Identify
In the first paragraph, what word does the writer use to describe the state of complete absorption in a task?

....

2. Analyze
According to the article, how do creative activities affect the brain? Use evidence from the text.

....

3. Analyze
What does the article say about teenagers and identity? Why are the creative arts particularly valuable at this stage?

....

4. Explain
Name two social benefits of creative collaboration mentioned in the article.

....

5. Evaluate
The writer says that "embracing failure" is an important benefit of the creative arts. Do you agree? Why?

....

Vocabulary

• Match the following words with their meanings.

Words	Meanings
1. engagement	**a.** relating to mental processes such as thinking, understanding, and learning
2. cognitive	**b.** the ability to change or adapt easily to new situations
3. flexibility	**c.** the act of being involved or interested in an activity
4. authentic	**d.** a practice session for a performance before the real event
5. arena	**e.** real and genuine, not false or copied
6. rehearsal	**f.** a place or situation where a particular activity happens

Grammar Focus

• Gerunds & Infinitives: Form, Use, and Meaning

Form	Example
Gerund = verb + (-ing) (used as a noun)	- **Swimming** is good for your health. - She enjoys **painting**.
Infinitive = to + base verb	- She wants **to learn** new skills. - He decided **to stop** gaming.

Verbs + Gerund (-ing)	Verbs + Infinitive (to+verb).	Verbs + Both
enjoy **doing**	want **to go**	like / love
avoid **going**	hope **to visit**	hate / prefer
suggest **trying**	decide **to start**	begin / start
consider **taking**	plan **to do**	remember
practice **speaking**	choose **to stay**	stop
finish **reading**	agree **to help**	try
imagine **living**	manage **to finish**	forget / regret

• **More Examples:**

- He is talented **at painting**.
- She was too shy **to perform**.
- He joined the choir **to improve** his voice.
- Try **to eat** more vegetables. **(make an effort, or attempt)**
- Try **eating** more vegetables. **(see if it helps)**
- Let's **go** swimming.

A gerund (verb + -ing) acts as a noun.
An infinitive (to + base verb) follows many common verbs and adjectives.

Grammar in Context

- **Complete with the correct form (gerund or infinitive).**

1. She enjoys .... **(paint)** in her free time. She says it is a form of emotional and mental relief.

2. He decided .... **(join)** the school orchestra despite being nervous.

3. I remember .... **(see)** that documentary about Egyptian street art – it was inspiring.

4. Stop .... **(compare)** yourself to others on social media.

5. She is skilled at .... **(express)** her emotions through poetry.

6. On his way home, Omar stopped .... **(buy)** his mom her favorite magazine.

Writing

Opinion Paragraph

What is an Opinion Paragraph?

An opinion paragraph is a short piece of writing where you give your opinion about a topic and support it with reasons and examples.

How to Structure an Opinion Paragraph

- **Opinion (Claim)** → State your opinion clearly.

- **Reason** → Give a reason to support your opinion.

- **Example / Evidence** → Add an example or explanation.

- **Conclusion** → Restate your opinion in a different way.

Useful Expressions

- I believe that...
- In my opinion,...
- This is because...
- For example,...
- In conclusion,...

Do you think young people today spend too much time on screens and not enough time on creative or physical activities?

Write an opinion paragraph of (150 - 180) words expressing your opinion and supporting it with reasons and evidence.

- **Include:**

→ Verbs + gerunds (at least Two)

→ Verbs + infinitives (at least Two)

→ Verbs whose meanings change (at least One)

SECTION B : Lifelong Activity

2.3

Sport and Physical Activity as Leisure

Move more.
Compete fairly.
Stay healthy.
Belong together.

What it means to move, compete, and belong

Sport is one of the most beneficial leisure activities for young people. It improves not only physical health but also mental well-being. However, many teenagers today are becoming less active due to screens and academic pressure. In this lesson, we will discover why moving more can change your life.

Inquiry Question:

- **What are the physical, mental, and social benefits of sport for young people?**

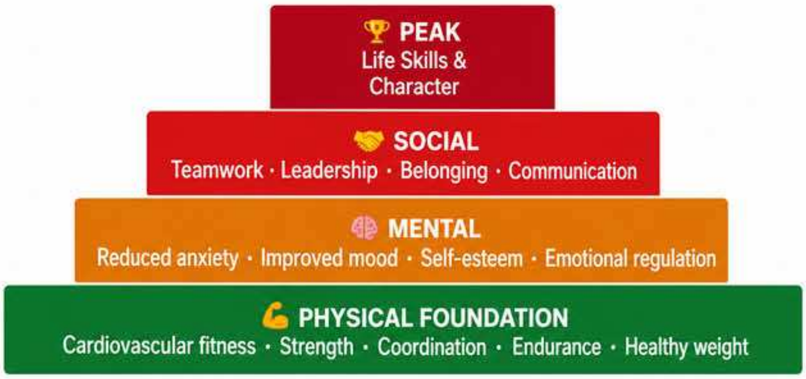
Discussion in groups of four:

Explain

- Why do many teenagers stop playing sports as they get older?
- What can be done to keep them engaged in sports?

Analyze

- Using the pyramid below, discuss how sport builds from physical fitness up to life skills and character.



🏆 **PEAK**
Life Skills & Character

🤝 **SOCIAL**
Teamwork · Leadership · Belonging · Communication

MENTAL
Reduced anxiety · Improved mood · Self-esteem · Emotional regulation

💪 **PHYSICAL FOUNDATION**
Cardiovascular fitness · Strength · Coordination · Endurance · Healthy weight

Listening

Listen

The Benefits of Sports Pyramid : From Foundation to Peak

"Moving More: Why Sport Matters for Young People"*

Discuss in pairs:

- **Why do you think many teenagers stop playing sports as they get older?**

JRE

(Justify - Reason - Evidence)

To what extent are the mental and social benefits of sport more important than the physical ones? Explain your view.

JRE

(Justify - Reason - Evidence)

How far can sport help young people succeed in academic and professional life? Give reasons.

A **Listen to the audio and choose the correct answer from a, b, c or d:**

1. According to the recording, what has caused the "movement crisis" among young people?

a. Lack of sports facilities in schools
b. Screen time and academic pressure
c. Parents not encouraging sport
d. The cost of sports equipment

2. What psychological benefits of team sports does the speaker mention?

a. Better grades and exam results
b. Higher self-esteem, emotional regulation, and social competence
c. Enhanced long-term memory capacity and sharp focus
d. Increased competitiveness

3. What life skills does sport teach, according to the recording?

a. How to win at all costs
b. How to handle loss, support teammates, and persevere
c. How to avoid failure
d. How to compete alone

4. Why do some young people have no access to sport?

a. They are not interested
b. A lack of free time due to conflicting personal commitments
c. Because of cost, location, or lack of resources
d. Their parents don't allow it

5. What is the most important factor for staying active according to the recording?

a. Having expensive equipment
b. Being forced to compete
c. Finding personal enjoyment
d. Having a personal trainer

B **Listen again and complete the summary using words from the box.**

access - competitive - enjoyment - inactive -
life skills - psychological - team

1. Many teenagers are ……………………. A "movement crisis" has been created by screen time and academic pressure.
2. The ……………………. benefits of sport include better self-esteem and emotional regulation. Sport also teaches ……………………. like losing gracefully and persevering.
3. ……………………. to sport is not equal for everyone. Cost, location, and lack of resources can prevent participation.

C **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The WHO recommends at least 60 minutes of physical activity per day for young people aged 5 - 17.		
2. The 2024 Egyptian survey found that most secondary students met the activity targets.		
3. Team sports help young people develop self-esteem and emotional regulation.		
4. All young people have equal access to sports facilities.		
5. Enjoyment is the strongest predictor of long-term participation in sport.		

Discuss & Reflect
YOUR MIND MATTERS
BE YOU

Speaking - Individual Presentation (3-4 minutes)

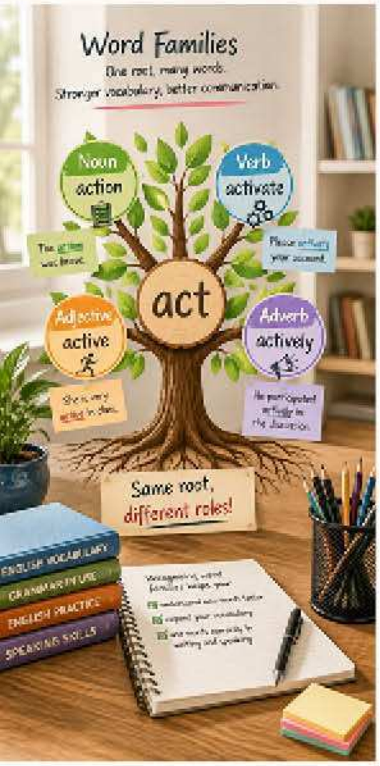
Role	Audience	Purpose
a student making a short case to the class	peers assessing your presentation using the shared rubric	to inform or persuade, using evidence from the reading

Explain

- Describe a sport or physical activity you enjoy. Explain how it benefits your well-being. Use evidence from the reading.

Evaluate

- Argue for or against: "Physical education should be compulsory every day in Egyptian secondary schools." Give two arguments and one counter-argument.


Word Families
One root, many words.
Stronger vocabulary, better communication.
Noun
action
Verb
activate
act
Adjective
active
Adverb
actively
Same root, different roles!
ENGLISH VOCABULARY
GRAMMAR IN USE
ENGLISH PRACTICE
SPEAKING SKILLS

Writing in Action - Word Families

Word families are groups of words that share the same root but belong to different grammatical categories: nouns, verbs, adjectives, and adverbs. Recognizing word families helps you understand new words faster, expand your vocabulary, and use words correctly in writing and speaking.

Example: **"act" → the root of the word**

action (**noun**).	act / activate (**verb**).
active (**adjective**).	actively (**adverb**).

Reflection

A **Complete the text with the correct form of the words in brackets:**

1. Sport has a .... **(significance / significant)** impact on teenagers' mental health.
2. Many students do not .... **(participation / participate)** in any physical activity.
3. The game was played .... **(competitively / competition)** , with both teams trying their best.
4. Young people find sport more .... **(enjoyable / enjoyment)** when they choose it freely.

B Word formation and Error Analysis:

Instructions:

Read the paragraph below. Identify the word-form errors, correct them, and explain why each form is incorrect. Focus on the grammatical function of each word in context.

Paragraph:

The increasing popular of social media has changed the way young people communicate. While online interaction can be benefit, excessive use may have negative effects on users' confidence on digital platforms, which may reduce face-to-face communicate. Therefore, it is important to promote the responsibly use of technology.

Error Analysis

Incorrect Form	Correct Form	Explanation

WORD FORMATION and ERROR ANALYSIS
FOCUS: • grammar • function • context
Identify the errors
Correct the form
Explain why
Every word matters!
ENGLISH GRAMMAR
WORD FORMATION
ACADEMIC WRITING
LANGUAGE SKILLS
Good writing starts with clear thinking
Checklist
Spelling
Word form
Grammar
Punctuation
Meaning

C Use at least four words from the word families above in a short paragraph.

Explain why some students remain motivated to exercise while others lose motivation.

2.4

Not Exactly a Relaxing Day

What it means to find meaning through unexpected outdoor experiences

When we face unexpected situations outdoors, we often learn lessons that contribute to our personal experience and mental growth. For instance, being caught in a sudden rainstorm or navigating a difficult trail forces us to be fully present in the moment. This shift in focus moves us away from daily stressors and towards the immediate environment. Ultimately, overcoming these obstacles provides a sense of excitement and achievement that makes the experience truly meaningful.

Inquiry Question:

- **What does genuine leisure require: comfort, challenge, or something else?**

Discussion in groups of four:

Explain

- Can difficulty or physical effort make a leisure experience more meaningful?

Brainstorming:

Think of a time you did something active: a long walk, a bike ride, or a swim in the sea that you did not expect to enjoy. How did you feel during it? How did you feel afterwards?

Not Exactly a Relaxing Day*

- **Literary Extract: A personal narrative set along the Nile**

** "An original pedagogical narrative set along the Nile, custom-authored by the curriculum development team to structurally scaffold the interaction of three past narrative tenses and model emotional shifts across the passive-to-active leisure spectrum.*

1. Read the extract carefully. As you read, note the narrator's changing mood and tone and underline words or phrases that show how his feelings shift

My idea of leisure was simple: stay at home, watch a series, and do absolutely nothing. I used to believe that the best way to spend a free day was in complete stillness- a full afternoon on the sofa, curtains half-closed against the afternoon sun, and a cold glass of water on the table beside me. However, my friend **insisted** that I join him on a cycling trip along the Nile. " It will be relaxing," he said. " You'll feel amazing afterwards." I believed him.

JRE

(Justify - Reason - Evidence)

- As you read, note the narrator's changing mood and tone. Underline the words or phrases that show how his feelings shift.
- Give one sentence that summarizes the narrator's initial experience (paragraph 2).
- As the narrator's attitude changes, underline each word or phrase that marks the change.

2. Read the next section. Give a sentence that summarizes the narrator's initial experience.

We started early in the morning, before the city had fully woken up. The air was still cool, the road was quiet, and the Nile **shimmered** softly beside us. For the first hour, everything felt exactly as promised. We cycled slowly, enjoying the view of the river, the sound of the water, and the occasional call of birds settling on the bank. I even began to think that outdoor activities were not as exhausting as I had always imagined and that my friend had been right all along.

JRE

(Justify - Reason - Evidence)

To what extent does the friend play an important role in the narrator's experience?

3. As you read the following sections, underline any word or phrase that shows the narrator's attitude changing.

Then, things changed. The road became longer and less shaded. The sun, which had been gentle and golden at dawn, grew stronger and more direct as the morning **wore on**. My energy began to disappear. My friend, who clearly had considerably more experience, continued cycling as if nothing had happened, as if the heat were simply decoration and the distance were a minor detail. Meanwhile, I **struggled to keep up**. My legs ached. My breathing was uneven. At one point, I seriously considered giving up and calling a taxi home.

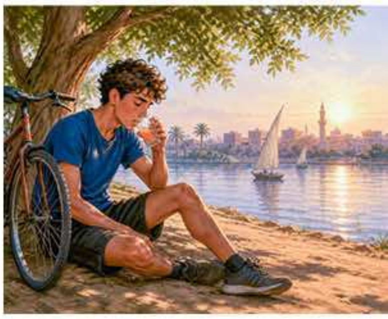
But something stopped me. Perhaps it was pride, the unwillingness to admit defeat in front of someone who was making it look so effortless. Or perhaps it was something less comfortable to admit: I was genuinely curious whether I could finish. Step by step, I kept going. We took short breaks in the shade, drank water, laughed at my complaints, and continued moving forward. Each time I thought about stopping, I took one more **pedal stroke** instead.

When we finally stopped, I realized we had cycled much farther than I had expected. I was exhausted in a way I had never quite experienced before – a deep, physical tiredness that sat in my legs and shoulders like warm sand. But I was also strangely satisfied. Sitting beside the Nile, drinking cold juice, watching the afternoon light change on the water, I felt a **sense of achievement** that no quiet afternoon at home could ever have given me.

JRE

(Justify - Reason - Evidence)

Difficult experiences can lead to greater satisfaction. To what extent do you agree? Give evidence from the text.



That day changed my understanding of leisure. It is not always about comfort or doing nothing. Sometimes, the best moments come from effort, from pushing past the point where you wanted to stop, and from discovering – with some surprise – that you were more capable than you thought.

The Narrator's Emotional Journey: From Expectation to Reflection

	Stage (1)	Stage (2)	Stage (3)	Stage (4)	Stage (5)	Stage (6)
Story Stages Details	"It will be relaxing"	**First hour:** calm & hopeful	**Mid-morning** Sun stronger: doubt creeps in	**Low point** Considering giving up	**Turning point** Pride takes over: keeps going	**End**: exhausted but fulfilled
Narrator's Emotions	Confident	Relaxed	Uncertain	Tempted to quit	Determined	Satisfied & changed

Evaluate

- **Look at the table. At which stage do you think the narrator felt most uncomfortable?**

Comprehension Check

- **Answer the following questions.**

Analyze

- How does the narrator describe his ideal leisure day at the beginning of the extract? What does this suggest about his personality?

....

- What stopped the narrator from giving up? Give TWO reasons from the text in your own words.

....

Identify

- How does the narrator describe the first hour of cycling? What two things changed as the morning continued?

....

Evaluate

- Do you think the cycling trip changed the narrator for the better? Why or why not? Use evidence from the text to support your answer.

....

Vocabulary

A **Match the following words and phrases with their meanings.**

Words	Meanings
1. insisted	**a.** to shine with a soft, slightly moving light
2. wore on	**b.** demanded firmly and repeatedly that someone do something
3. struggled to keep up	**c.** had difficulty moving at the same speed as someone else
4. shimmered	**d.** a strong, proud feeling gained from completing something difficult
5. pedal stroke	**e.** passed gradually (used of time)
6. sense of achievement	**f.** a single push of the pedal when cycling

B **Complete each sentence with the correct word or phrase from the box.**

wore on - insisted - struggled to keep up -
sense of achievement - kept going

1. As the afternoon ...., the heat became increasingly difficult to bear.
2. Although she was exhausted, she .... and eventually crossed the finish line.
3. My coach .... that we train every day, even during the holidays.
4. She .... during the first few weeks, but her fitness gradually improved.
5. Finishing the race gave her an enormous .... that she had never felt before.

Writing

➔ How to Structure Your Diary Entry:

A diary entry is a form of autobiographical writing in which one records their personal experiences, thoughts, feelings, and observations on a regular basis.

Section	What to include
Opening	Date and salutation (e.g., Dear Diary, Friday...) Set the scene: where you were, what you had just done.
The story	Recount the main events in order using narrative tenses. Include: the first hour (positive), the turning point (difficulty), the decision to keep going.
Turning point	Describe the moment you most wanted to stop. What stopped you? Use Past Continuous to show what was happening around you at that moment.
The ending	How did it feel when you finally stopped? Use a simile or vivid detail to describe your exhaustion and your satisfaction.
Reflection	What did this experience teach you about yourself? About leisure? This is the diary's message — make it personal and honest.
Final sentence	End with a memorable line that captures your key insight. It can be funny, philosophical, or both.

The purpose of a Diary

A diary entry serves several functional and psychological roles :
- A "safe" outlet
- Self-reflection and clarity
- Creative growth
- Stress reduction

Writing Reflection

Role	Audience	Purpose
You are the narrator of the extract.	Yourself – your private, honest reader	To reflect and make sense of the day

- **Write a diary entry from Saturday evening.**

Describe what happened, how you felt, and what you have learned about leisure and happiness. Write in an engaging and reflective style **(150-180)** words.

....

....

....

....

....

....

....

....

....

....

....

....

....

→ Diary Entry Checklist:

1. I wrote the date at the beginning ☐

2. I started with a suitable greeting (Dear Diary,) ☐

3. I described a clear personal experience ☐

4. I explained what happened ☐

5. I expressed my feelings and thoughts clearly. ☐

2.5

Assessment

Summative

Writing Task

- **Write an opinion paragraph of (150-180) words:**

Choose ONE of the following questions:

A. What does it mean to have a balanced leisure life in today's world?

B. Should young people be held responsible for their own leisure choices, or does society play a greater role?

C. How do cultural differences - including Egyptian values - shape what we consider to be worthwhile leisure?

Writing Frame — Complete and Expand Each Sentence Starter

- The question of …………………… is widely debated today. This paragraph examines …………………… using evidence from the text.
- I believe that …………………… because …………………… .
- This is an important issue as …………………… .
- One reason is that …………………… .
- This means that …………………… .
- For instance, …………………… .
- In conclusion, I strongly believe that …………………… .

Reflection Questions

1. How have your views about leisure and well-being changed during this unit?

……………………………………………………………………………………………………

2. What new questions do you now have about screen time, creative arts, or sport?

……………………………………………………………………………………………………

3. Which claims in the unit were based on solid evidence, and which were based mostly on an opinion?

……………………………………………………………………………………………………

4. How did your own Egyptian cultural background influence the way you interpreted the texts?

……………………………………………………………………………………………………

5. Which grammatical structure do you find most challenging in this unit? Why?

……………………………………………………………………………………………………

Self-Assessment

Rate yourself for each skill.

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read a research report , magazine articles , and a literary extract for gist and key detail.			
	analyze how Egyptian cultural values shape leisure choices and attitudes in a text.			
	read a personal narrative for gist and identify how the narrator's mood shifts across the text.			
Grammar	identify verbs followed by the gerund (-ing form) and use them correctly in sentences (e.g., enjoy, avoid, suggest, finish, practice).			
	identify verbs followed by (to + infinitive) and use them correctly in sentences (e.g. want, decide, hope, plan, manage).			
	identify verbs that can be followed by either the gerund or (to + infinitive) and explain any difference in meaning (e.g. stop, remember, try).			
	use to + infinitive to express purpose, desire, or intention in writing and speaking.			
Listening	listen to a broadcast about screen time, answer detailed questions accurately.			
Writing	write an opinion paragraph of (150–180) words.			
	write a diary entry of (150–180) words in an engaging, reflective first-person style using narrative techniques.			
	use the diary entry language checklist: narrative tenses, lesson vocabulary, a simile, contrast, personal voice, and a reflection.			
JRE	construct structured arguments, acknowledge counter-arguments, and write analytically.			

One skill I want to work on:

…………………………………………………………………………………………

One thing I am proud of in this unit:

…………………………………………………………………………………………

Consolidation Review A

1 Choose the correct answer from a, b, c, or d.

1. After improving her sleep, diet, and relationships, Hind noticed a clear improvement in her **well-being**.

What does **well-being** mean in this context?

a. The state of being healthy, comfortable and happy.

b. The ability to become famous online.

c. The habit of avoiding all responsibilities.

d. The process of comparing yourself with others.

2. A podcast host invited only guests who agreed with his views and dismissed opposing opinions without discussing them fairly. Listeners described the program as **biased**.

Which situation is the clearest example of being "**biased**"?

a. A judge scores every performance according to the same published rules.

b. A judge gives a friend a higher score even though another performer clearly did better.

c. A judge asks another official to review a result that is extremely close.

d. A judge changes a score after noticing a genuine mistake in the first calculation.

3. Constant **social comparison** made Ahmed feel that his life was less successful than the lives he saw online.

What does **social comparison** mean in this context?

a. Judging yourself by comparing your life with other people's lives.

b. Discussing social problems with friends.

c. Studying the traditions of different societies.

d. Sharing personal information online.

4. "A **mindful** student thinks before sharing photos online." The underlined adjective **mindful** has an antonymous meaning to ....

a. attentive

b. aware

c. thoughtful

d. careless

5. The musicians attended several **rehearsals** before performing in front of the audience. What does **rehearsal** mean in this context?

a. A practice session held before a performance.

b. A competition between different musicians.

c. A public performance for a large audience.

d. A written review of a musical event.

6. Many students enjoy .... music or painting in their free time.

a. create	b. creating
c. to creating	d. created

7. Nour decided .... the school orchestra to develop her musical skills.

a. joining	b. joined
c. to join	d. join

8. When someone becomes completely absorbed in a creative activity and loses track of time, they experience a state of ....

a. flow	b. anxiety
c. withdrawal	d. competition

9. After completing the difficult cycling trip, the narrator felt proud and experienced a strong ....

a. structural barrier	b. screen boundary
c. sense of achievement	d. social comparison

10. Setting clear screen-time .... can help young people balance online and offline activities.

a. boundaries	b. rehearsals	c. achievements	d. comparisons

11. Completing a difficult physical activity can give a person a strong sense of ....

a. failure	b. boredom	c. achievement	d. addiction

12. Which persuasive technique is used in the sentence, "Do we really want to live in a world full of pollution?"

a. Hedging words	b. Intensifiers
c. Rhetorical questions	d. Absolute words

13. What is the main effect of a rhetorical question?

a. To make the reader think
b. To show uncertainty
c. To weaken an argument
d. To give detailed evidence

14. Which of the following is an intensifier?

a. might
b. never
c. extremely
d. could

15. What is usually included in the closing of a diary entry?

a. A final thought, feeling, or hope
b. A formal signature
c. A bibliography
d. A list of instructions

2 **Only one sentence in each group is grammatically correct. Choose the correct answer.**

1. a. Teenagers who practice mindfulness often manage stress more effectively.
b. Teenagers which practice mindfulness often manage stress more effectively.
c. Teenagers practicing mindfulness, they often manage stress more effectively.
d. Practicing mindfulness, stress manages teenagers more effectively.

2. a. If schools offer counseling, students may feel better supported.
b. If schools offered counseling, students may felt better supported.
c. If schools had offer counseling, students would have felt better supported.
d. If schools offer counseling, students would have felt better supported yesterday.

3. a. She suggested to take a short break from the screen.
b. She suggested taking a short break from the screen.
c. She suggested take a short break from the screen.
d. She suggested took a short break from the screen.

4. a. By the time we reached the river, the sun had already risen.
b. By the time we reached the river, the sun has already risen.
c. By the time we reached the river, the sun was already rise.
d. By the time we reached the river, the sun had already rose.

3 Read the text, then answer the questions.

Nadia used to enjoy taking photos, but recently, posting them on social media had become stressful. Every morning, she checked the accounts of several popular teenagers before getting ready for school. Their clothes always looked fashionable, their rooms seemed perfect, and their weekends were full of exciting activities. Nadia began to feel that her own life was ordinary and uninteresting.

One Friday, Nadia and her best friend, Jana, went to a small café after school. They laughed, talked about their week, and shared a piece of chocolate cake. Nadia took several photos, but before posting one, she spent nearly twenty minutes editing it. She changed the light, removed a small mark from her face, and carefully chose a picture that made the café look more expensive than it really was. Finally, she posted it with the words, "Perfect afternoon!"

A few minutes later, the photo received many likes. At first, Nadia felt pleased. Then Jana looked at her and smiled. "It was a lovely afternoon," she said, "but it wasn't perfect. We waited thirty minutes for our food, and you almost dropped the cake!" They both laughed. Suddenly, Nadia realized something important. She was doing exactly what other people did online—showing only the best part of an experience.

That evening, Nadia looked again at some of the accounts she usually followed. This time, she viewed them differently. Perhaps the people in those perfect photos also had difficult days, worries, and ordinary moments that nobody saw. She understood that comparing her complete life with someone else's selected moments was unfair.

Over the next few weeks, Nadia changed some of her online habits. She unfollowed accounts that regularly made her feel less confident and followed people who shared realistic stories and positive messages. She also reduced the time she spent checking her phone. Instead, she joined a school art club and began meeting Jana for walks on weekends.

Nadia did not stop using social media. She still enjoyed sharing photos and keeping in touch with friends, but she no longer measured a good day by the number of likes she received. She had learned that social media could be enjoyable and useful, but real confidence came from accepting herself and appreciating the life she actually lived.

A. Choose the correct answer.

1. Nadia initially felt dissatisfied with her life because she ………… .
   a. compared her everyday life with perfect-looking online posts
   b. spent most weekends studying instead of meeting her friends
   c. believed her friends had stopped enjoying time with her
   d. wanted to become a popular photographer on social media

2. Nadia's edited café photo shows that social media users sometimes ………… .
   a. avoid changing photographs before showing them to other people
   b. share every difficult detail of their daily experiences online
   c. present experiences as better than they really are
   d. describe ordinary moments exactly as they happen in real life

3. The phrase "viewed them differently" in paragraph 4 suggests that Nadia ………… .
   a. wanted to improve the quality of the photos on her account
   b. decided that all social media accounts were completely dishonest
   c. became more interested in copying the lifestyles she followed
   d. developed a more realistic understanding of online content

4. Choose an appropriate heading for paragraph 5.
   a. Creating the Perfect Photograph   b. Making Healthier Online Choices
   c. Becoming Popular on Social Media   d. Returning to an Old Lifestyle

B. Find evidence from the text:

5. Find a sentence from paragraph 3 that shows Nadia understood she was presenting only the positive side of her experience.

…………………………………………………………………………………………

…………………………………………………………………………………………

C. Answer the following questions.

6. To what extent did Nadia's changes to social media habits improve her well-being? Justify your position with reasons and evidence from the text.

…………………………………………………………………………………………

…………………………………………………………………………………………

7. Explain how Jana's comment helped Nadia recognize the highlight-reel effect in her own behavior. Use evidence from the text to support your answer.

....

....

8. What can you infer about Jana's influence on Nadia's changes in attitude? Justify your answer to support your analysis.

....

....

4 Read the Student Council message, then answer the questions.

Student Council message: Our well-being fair will offer free fruit, advice sessions, and a rest area. The snacks provided by local farms will be available to everyone, including students with different dietary needs. If you notice a classmate who seems overwhelmed, invite them to the support desk without making assumptions. Suggestions collected after the fair will help us plan a more welcoming event next term.

1. Identify two ways the fair aims to be inclusive. Explain how one of them could help a wider range of students.

....

....

....

2. A student notices that a classmate seems overwhelmed during the fair. What responsible response should the student choose? Use evidence from the message and explain why it is respectful.

....

....

....

5 Read the information, then decide whether the statement is true (T) or false (F). Justify your answer.

1. People usually post their happiest photos and most successful moments online. They often hide their ordinary days, problems and failures. As a result, their online lives may appear more perfect than they really are.

The highlight-reel effect happens when people share every detail of their lives honestly.

True	
False	
Justification	

2. Omar wants to improve his speaking skills. He believes that regular practice will help him become a confident speaker. He continues working even when the activities are challenging.

A person with strong self-efficacy believes that they can achieve goals and make positive changes.

True	
False	
Justification	

3. Some teenagers want to exercise, but there are no safe parks near their homes. Others cannot join sports clubs because the fees are too expensive. These conditions limit their opportunities to be physically active.

Structural barriers are always caused by people's personal choices.

True	
False	
Justification	

6 Complete the sentences using the correct form of the word in brackets.

1. Creative activities improve cognitive .... **(flexible)** and help people adapt to new situations.
2. The two teams played .... **(competitive)** until the final whistle.
3. The students participated .... **(active)** in the school sports competition.

7 Complete the following text with the appropriate structure.

Last term, our school introduced a well-being program. If students (1) .... **(attended)** the sessions regularly, they may find it easier to manage stress. The teachers explained that students (2) .... **(follow)** healthy routines often perform better at school. If the program (3) .... **(start)** earlier, fewer students would have experienced severe exam stress. Some students said that they (4) .... **(feel)** more confident if counseling were available every day. If the program continues next term, the school (5) .... **(organize)** additional mindfulness activities.

8 Find the word or phrase in the text that could meaningfully replace the words below.

Art lessons can give teenagers a special space to express themselves. In this setting, students are encouraged to give genuine responses, not copied ones. Drawing and drama also support mental growth because learners think, imagine, and solve problems. When students work on a shared project, their participation usually increases. They also learn adaptability when their first plan does not succeed. Before presenting their work, a short practice can help them feel more confident and ready.

1. arena	→ …………
2. authentic	→ …………
3. cognitive	→ …………
4. engagement	→ …………
5. flexibility	→ …………
6. rehearsal	→ …………

9 **Write an essay of about 150–180 words on the following topic.**

"To what extent does social media affect teenagers' self-image?"

Concept 3 Identity

UNIT 3

Echoes of the Past

Unit Overview

This unit explores the concept of identity through how memory and history are created, kept, and sometimes debated in Egypt and the wider world. You will study how places hold shared memories, how museums tell historical stories, and how digital platforms are changing the way historical events are recorded and shared.

Through four integrated lessons, you will build your language proficiency across the four key skills.

You will be able to:

Reading: Analyze historical narratives and identify the writer's viewpoint.

Listening: Listen to media reports about discoveries, and distinguish between stated and unstated information.

Speaking: Present a site analysis, express a clear opinion, and recognize an opposing viewpoint.

Writing: Write a discursive paragraph that weighs different perspectives, uses concession clauses, and supports ideas with evidence.

Content Objectives	Language Objectives
You will: • identify how sites of memory preserve collective identity. • analyze how museums select and present historical narratives. • evaluate the role of social media in documenting history. • examine how viral content shapes historical understanding. • construct structured arguments using the JRE [Justify, Reason, Evidence] framework.	**You will:** • use prepositional phrases of place and time accurately. • use concession clauses to demonstrate counter-arguments. • write a discursive paragraph and a personal landmark analysis. • take part in structured discussions and presentations.

Inquiry Question ?

- **How do the places, institutions, and digital platforms we use to preserve the past shape the stories we tell?**

Timeline: Key Milestones in Egyptian Memory

Date	Key Milestones	
3100 BC		King Narmer united Upper & Lower Egypt – the first hieroglyphic records were created
332 BC		Alexander the Great founded Alexandria
1822 AD		Champollion deciphered the Rosetta Stone – ancient Egyptian writing was finally understood
1858 AD		The Egyptian Museum was founded in Cairo (initially opened to the public in 1902)
2025 AD		Grand Egyptian Museum (GEM) opened to the public on 4 November 2025

- **Read and discuss with a partner: [Evaluate - Explain - Analyze]**

Evaluate

1. Which event on the timeline do you think has had the greatest impact on how Egypt is remembered today? Explain your reasoning.

Explain

2. Why might some historical events be remembered more clearly than others?

Analyze

3. How do you think digital platforms are changing the way your generation understands Egyptian history?

- **Rank the top three milestones and defend your order to a partner who disagrees.**

SECTION A : Historical Landscape

3.1

Sites of Memory

Why historical sites still matter.

Ancient monuments and historical sites play an important role in preserving the identity and heritage of nations. They reflect the achievements of past civilizations and help people understand their history more deeply. Exploring these landmarks allows visitors to connect with the past, appreciate cultural values, and learn important lessons that continue to influence society and future generations.

Inquiry Question:

- **What makes a place a "site of memory"? How is it different from an ordinary historical building?**

Discussion in groups of four:

Explain

- Which historical sites in Egypt do you know or have you visited?
- What feelings or ideas do they bring to mind?

Analyze

- Why do governments spend money on preserving old monuments?

Evaluate

- Who benefits from preserving old monuments and who might lose out?

Listening

Personal Landmark Analysis*

** "An original pedagogical listening script custom-authored by the curriculum development team; synthesized from the curatorial records of the Franco-Egyptian Centre for the Study of the Temples of Karnak (CFEETK), scaffolded to train auditory identification of prepositional phrases and model the JRE discursive framework."*

- **The Stones That Remember: A Walk Through Karnak**

What do you think the speaker meant by the title "The Stones That Remember"? Discuss with a partner and write one prediction.

Karnak Temple

Listen

JRE

(Justify - Reason - Evidence)

1. Do you agree that Karnak represents continuity in Egyptian history? Give evidence for your answer.
2. To what extent do the massive columns and hieroglyphics help communicate the power and beliefs of ancient Egyptian civilization?

JRE

(Justify - Reason - Evidence)

Read the two views, then decide which one you agree with.

1. One view

Karnak is full of memories from the past. It was built and changed over about two thousand years, so the past is still there for us to see.

2. The other view

Karnak is not only about the past. The writer asks: "Whose voices should shape its story?" A historical place stays "alive" when each new generation gives it a new meaning.

Think about both views before you decide on your answer.

A Listen, then answer these questions.

Identify

1. Where is the speaker standing at the beginning of the recording?

....

2. Over how many years was Karnak Temple built?

....

3. What does the speaker find most significant?

....

B Listen again, complete the statements below.

1. The Hypostyle Hall contains .... massive columns.

2. The columns were designed to communicate that the pharaoh was the gods' .... on earth.

3. The speaker says history is not only observed, but also .... and carried forward.

4. The speaker believes that every Egyptian student should feel encouraged to .... these questions.

C Listen a third time. Answer in full sentences.

1. Explain

Why does the speaker contrast "silence" with "size" at the beginning of the recording? What effect does this create?

....

2. Analyze

The speaker says Karnak is "a landscape of accumulated memory." What does this phrase mean? Give evidence from the recording.

....

3. Evaluate

Why does the speaker say the Hypostyle Hall was designed "not simply to impress"? What was its real purpose?

....

- **State whether each statement is True (T), False (F) or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The speaker visited Karnak Temple in the early morning.	T (True)	*The recording says: "In the early morning, before the tour groups arrive..".*
2. The speaker visited Karnak to avoid the crowds.	NG	*The recording says the speaker visited "in the early morning, before the tour groups arrive," but does NOT say "why". To mark this True, the recording would need to say: "I visited early to avoid the crowds."*
3. The avenue of ram-headed sphinxes is made of sandstone.		
4. The Hypostyle Hall contains 134 columns.		
5. The speaker gives a clear and final answer to the questions asked.		

- **Note :** For Not Given (NG), write what the audio would need to say for you to decide it is True (T) or False (F).

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. massive	**a.** written or carved into a surface
2. accumulated	**b.** a person who speaks for others
3. representative	**c.** extremely large in size
4. inscribed	**d.** built up or collected over time
5. encoded	**e.** converted into signs or symbols to carry meaning
6. devotion	**f.** an ancient Egyptian statue with a lion's body and a ram's head
7. ram-headed sphinx	**g.** strong love and care for someone or something

Practice (Identify - Analyze)

➔ Write **FOUR** sentences using vocabulary from the text to describe an Egyptian historical site you know. Then choose one sentence and analyze what this detail tells visitors about the people who built this site.

Grammar Focus

Prepositional phrases of place and time are essential for establishing location, sequence and duration in historical and descriptive writing.

Structure / Form	Example
at + specific location	**at** the entrance / at the top of the hill
in + enclosed space / area	**in** the Hypostyle Hall / in Luxor
on + surface / date	**on** the wall / on the 14th of October
from... **to**... (time or place)	**from** the 12th century **to** the present day
during + period	**during** the reign of Ramesses II
for + duration	**for** more than two thousand years
across + wide area	**across** the Nile Valley
along + linear space	**along** the avenue of sphinxes

Prepositional phrases of PLACE tell us where something is or was, or where it happened. They are essential in historical and descriptive writing.

Prepositional phrases of TIME tell us when something happened or for how long. They are essential for establishing sequence and duration in historical writing.

Grammar in Context

A Find **THREE** examples of prepositional phrases of place and **THREE** of time in the audio.

B Read the text, and then fill in the gaps with the appropriate prepositional phrases.

Ahmed and his family visited Luxor last weekend. They arrived (1)........................ the morning and went to see the ancient temples. The guide spoke (2)........................ the group and explained the history of the place. Later, they walked (3)........................ the Nile and took many photos. They had lunch (4)........................ a small restaurant near the river. (5)........................ the end of the day, they were tired but very happy.

C Read the passage and find the mistakes, then correct them.

Karnak Temple in Luxor is a symbol of Egypt's history. On the entrance, visitors admire the avenue of sphinxes and the great columns during the Hypostyle Hall. Built in more than two thousand years and developed cross the reign of many pharaohs, Karnak preserved Egypt's memory and cultural identity for future generations.

Presentation

As a young guide at your school's Heritage Day, prepare a 2-3- minute presentation about a heritage site. Present it to your classmates and their families and explain why the site is important.

Your presentation must include

Describe the site

Explain

- Its historical significance.

Analyze

- The memory the site preserves.

Reflect

- What different views does the site highlight?

Build your Ideas

- The site is located **in / at...**
- It was built **during / in...**
- This place represents...
- One important idea it preserves is...
- For me, this site shows...
- Although some people believe..., I think...

3.2

The Museum as a Storyteller

In what way does a museum act as a "storyteller" rather than just a collection of old objects?

A museum is a storyteller because it does not just show us history; it interprets the past. By choosing which artifacts to display and how to describe them, curation creates a narrative.

Inquiry Question:

- What does the word '**curation**' mean? How might it apply to history and museums?

Discussion in groups of four:

Explain

- Which of the famous museums in the table below have you visited or heard about?

Evaluate

- What impression did they give you about Egyptian history?

Egypt's Major History Museums

Egypt's Major
History Museums

Museum	Location	Founded	Focus	Notable Feature
Grand Egyptian Museum (GEM)	Giza Plateau	2002	Complete Egyptian civilization	World's largest archaeological museum
Coptic Museum	Old Cairo	1910	Christian Egypt (Coptic era)	The world's largest collection of Coptic artifacts
Islamic Art Museum	Bab al-Khalq, Cairo	1881	Islamic & medieval Egypt	100,000 artifacts
Alexandria National Museum	Alexandria	2003	All eras of Alexandria	Multi-era chronological displays

☥ Museums are the memory of a civilization ☥

A Journey Through Time*

"Source: "Synthesized and adapted by the curriculum development team from official Grand Egyptian Museum (GEM) press specifications, curatorial briefs, and heritage education frameworks such as UNESCO's World Heritage Education Programme"

Since the Grand Egyptian Museum (GEM) opened its doors to the public on 4 November 2025, it has been described as the largest archaeological museum in the world. Located near the famous Pyramids of Giza, the museum covers 45,000 square meters and houses more than 100,000 **artifacts** from ancient Egypt. Among these treasures is the complete collection of Tutankhamun, displayed together for the first time in history. The impressive Grand Staircase alone features 87 colossal royal statues, arranged in **chronological** order, offering visitors a breathtaking introduction to thousands of years of Egyptian civilization. Even though the museum is modern, it presents the story of one of the world's oldest civilizations.

Designing a museum of this scale is no simple task. **Curators** must make careful decisions about which objects to display, how to arrange them, and what stories to tell. At the GEM, the journey begins in prehistory and moves forward through the great **dynasties** of ancient Egypt. This structure helps visitors understand how one of the world's greatest civilizations developed step-by-step over time. **Multilingual** labels, interactive screens, and guided tours make the experience enjoyable and **accessible** to Egyptian and international visitors of all ages.

One of the most exciting aspects of the GEM is its strong focus on education. School trips, workshops, and special programs are available to students across Egypt, giving young people the opportunity to connect with their heritage in a hands-on and memorable way. Although a single museum cannot include every story from Egypt's rich past, the GEM makes a remarkable effort to represent the depth and variety of ancient Egyptian life — from royal tombs and temple art to everyday objects used by ordinary people thousands of years ago. Unlike many museums that are mainly designed for tourists, the GEM plays an important educational role for Egyptian students.

JRE

(Justify - Reason - Evidence)

Read the two views, then decide which one you agree with.

1. One view

Some people think that the GEM helps students learn in a practical and memorable way. It allows them to connect their school subjects with Egypt's history by seeing real objects from the past.

2. The other view

However, the article says that "one museum cannot tell every story from Egypt's rich past". This means that the GEM is useful, but it cannot show everything about Egyptian history.

Look at both sides before you make a judgment.

JRE

(Justify - Reason - Evidence)

How does the writer show that the GEM is more than just a place for displaying artifacts?

The GEM is not only a place to view ancient objects; it is also a space where science and history come together. **Conservation** laboratories inside the museum allow experts to study and restore artifacts using the latest technology, ensuring that these national treasures are carefully preserved for future generations. The collection continues to grow, develop, and surprise its visitors, keeping the museum a dynamic experience for many years to come. Having successfully opened its doors to the public, the museum has firmly established itself as an important cultural landmark.

Comprehension Check

A **Answer the following questions.**

Identify & Explain

What makes the Grand Staircase significant? What impression does the writer say it gives visitors?

....

Analyze

- How does the GEM organize the visitor's journey? What does the writer suggest this helps visitors understand?

....

- What educational opportunities does the GEM offer to students?

....

Evaluate

What does 'curators' mean in the context of this article? Use the text to support your answer.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The Grand Egyptian Museum is located near the Pyramids of Giza.		

2. The complete collection of Tutankhamun has been displayed together before at another museum.		
3. The article states that the GEM's full collection is ready.		
4. Conservation laboratories inside the GEM help preserve artifacts for the future.		

Vocabulary

• Match the following words with their meanings.

Words	Meanings
1. artifact	**a.** arranged in the order in which events happened over time
2. curators	**b.** able to speak, use, or write in more than two languages
3. dynasties	**c.** a series of rulers or kings from the same family who rule a country over a long period of time
4. conservation	**d.** people who look after and organize the contents of a museum or exhibition
5. accessible	**e.** the process of protecting and preserving natural or cultural things from damage
6. chronological	**f.** easy for people of all backgrounds and abilities to reach, use, or understand
7. multilingual	**g.** an object made or used by humans in the past, especially one of historical interest

Writing in Action

Concession Clauses

Good academic and journalistic writing acknowledges counterarguments before addressing them. This is done through CONCESSION CLAUSES — they show the writer is aware of other viewpoints.

Structure / Form	Example
Although + clause	**Although** the GEM is very large, visitors can find their way easily with the help of guides.
Despite + noun phrase	**Despite** its modern design, the GEM places ancient history at its heart.
While it is true that...	**While it is true that** the museum cannot display every artifact, it offers a remarkable selection.
Admittedly,...	**Admittedly**, building such a museum takes many years; however, the result is worth the wait.
Even though + clause	**Even though** the GEM is not yet fully complete, it already attracts millions of visitors.
It may be argued that...	**It may be argued that** digital tours are convenient; nevertheless, visiting in person is a unique experience.

Concession Clauses
The language structure that is used to introduce the opposite idea politely before giving your idea.

Counter argument
The opposite opinion or idea against your point of view.

Writing Task: Discursive Paragraph

Planning: How to structure a discursive paragraph:

Discursive Paragraphs
Discuss different ideas or opinions about a topic in a balanced way.

1. **Topic Sentence:**

   Introduce the issue or topic clearly.

   Example:

   Many people have different opinions about preserving history.

2. First Point / First Perspective

Present one side of the argument with explanation or example.

Useful phrases:

On the one hand, ...
Some people believe that ...
One argument in favor of ... is that ...

3. Contrasting Point / Opposite Perspective:

Present the opposite viewpoint using concession clauses.

Useful phrases:

On the other hand, ...
However, ...

4. Personal Opinion / Balanced View:

State your opinion or show a balanced conclusion.

Useful phrases:

In my opinion, ...
From my perspective, ...
It seems that ...
A balanced approach may be the best solution.

IDEAS
CONCLUSION
OPINIONS
DISCUSS
REASONS
EXAMPLES

5. Concluding Sentence:

End with a final idea that summarizes the discussion.

Useful phrases:

In conclusion, ...
To sum up, ...
Overall, ...

Grammar to use:

concession clauses (at least 3) and prepositional phrases

Writing Task

Discursive Paragraph (Role - Audience - Purpose)

Role:

As a student contributor to your school's heritage blog, write for a classmate who thinks "museums are just for tourists". Discuss the extent to which museums play an important role in preserving history and identity.

Write a discursive paragraph of about (150-180) words.

Ideas
Heritage Connects Us
Our Past Shapes Our Future
YOU CAN

Support:

Sentence starters:

While some people use museums as ...., they actually ... because ...

Stretch:

Extend to a two-paragraph mini essay: one paragraph per perspective.

Self check: before you submit

1. My topic sentence states the issue clearly. ☐

2. I present both perspectives. ☐

3. I use at least one concession clause clearly. ☐

4. I support each side with an example. ☐

5. I state my own opinion and conclusion. ☐

SECTION B: Documenting History

3.3

The Viral Past

What it means for historical content to "go viral":

To "go viral" means to spread rapidly and widely online (often within 24 hours). This spread is driven by emotional engagement (surprise, pride, or nostalgia) rather than historical accuracy or truth.

Inquiry Question:

- **How can a historical event go viral? Give an example.**

Discussion in groups of four:

Analyze

- Have you ever seen a historical fact or image go viral on social media? Was it accurate? How could you tell?

Evaluate

- Why might people share historical content that is false or exaggerated? What motivates this?

JRE

(Justify - Reason - Evidence)

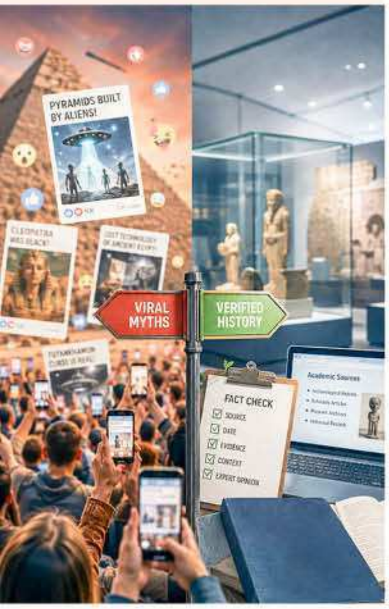
Should people trust viral historical posts just because they reach millions of people quickly? Justify your answer.

The Algorithm and the Archive*

**Synthesized and adapted by the national curriculum development team from contemporary digital humanities literature, algorithmic engagement studies, and media literacy frameworks, contextualized with historical case studies of Egyptian heritage.*

Why Viral History is Not Always True History

Never before in human history have historical images, **artifacts**, and **claims** reached many people so quickly. A single post about an Egyptian pharaoh can accumulate millions of views within twenty-four hours; a colorized photograph of ancient Alexandria can be shared across continents before a single historian has had the opportunity to **verify** its accuracy. The scale and speed of this spread are, in themselves, remarkable. The problem is that scale and speed have no real relationship to truth.



The way social media platforms work increases this risk considerably. These platforms are designed not to **prioritize** accuracy but to promote engagement. Research **consistently** shows that engagement is driven by emotion. Content that causes surprise, pride, nostalgia, or strong reaction spreads more rapidly than content that is measured, detailed, or carefully qualified. A viral post may claim that the Great Pyramid was built in a single decade by a team of fifty engineers. Such posts often accumulate more shares than carefully sourced corrections. In reality, the actual construction process unfolded over decades and involved tens of thousands of workers.

The consequences for our understanding of history are significant. In Egypt, where the relationship between ancient heritage and national identity is particularly important, the viral spread of historical myths and false claims risks distorting the public's understanding of who they are and where they come from.

Rarely do virality and accuracy move in the same direction. Only through deliberate **media literacy** — the developed habit of questioning sources, checking dates, and consulting multiple perspectives — can citizens distinguish between the past that actually happened and the past that merely trends.

Comprehension Check

A **Answer the following questions.**

1. Explain

- In your own words explain the example the writer uses about the Great Pyramid. What point does it illustrate?

....

- The specific danger the writer identifies for Egyptian national identity. Why is Egypt given as a particular example?

....

2. Analyze

The social media platforms promote certain types of content. How does this affect historical understanding?

....

3. Evaluate

The solution the writer proposes in the final paragraph. Do you find it sufficient? Justify your view.

....

JRE

(Justify - Reason - Evidence)

1. To what extent is media literacy a sufficient response to the problem of viral misinformation? Justify with evidence from the text.
2. How does human emotion play a role in making false historical claims spread more rapidly than accurate ones?

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The writer argues that social media has made historical knowledge more accessible and more accurate.		
2. According to the essay, content that provokes emotion spreads more quickly than nuanced content.		
3. The writer believes that virality and accuracy usually support each other.		
4. The essay gives the Great Pyramid as an example of accurate viral content.		
5. The writer advocates for media literacy as a key solution to historical misinformation.		

Vocabulary

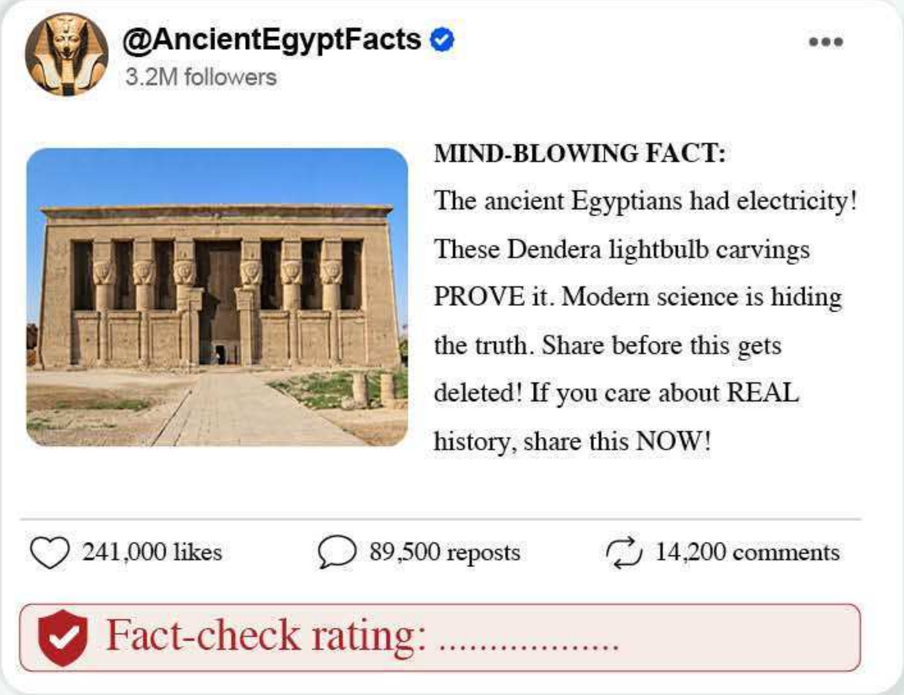
- **Match the following words with their meanings.**

Words	Meanings
1. media literacy	**a.** important or noticeable
2. significant	**b.** the ability to critically read and evaluate media content
3. claims	**c.** statements that something is true
4. priorities	**d.** to check or prove that something is true, correct, or accurate
5. consistently	**e.** things that are considered more important than others
6. verify	**f.** always happens or behaves in the same way over time

Writing in Action

Social Media Post for Analysis

- **Read this post carefully. You will analyze its language and assess its reliability based on the features in the table below.**



@AncientEgyptFacts

3.2M followers

MIND-BLOWING FACT:

The ancient Egyptians had electricity! These Dendera lightbulb carvings PROVE it. Modern science is hiding the truth. Share before this gets deleted! If you care about REAL history, share this NOW!

241,000 likes

89,500 reposts

14,200 comments

Fact-check rating: ....

PRESENTATION
Inform · Engage · Inspire

Media Analysis: Reliability and Language

Feature	What to look for	Example from the post
Emotional language	words designed to provoke, excite, or alarm	....
Absolute language	claims with no qualification or evidence	....
Urgency signals	language creating panic or secrecy	....
Selective evidence	using only part of the image/information	....
Conspiracy framing	suggesting official suppression of truth	....

Presentation Task

- **As a young fact-checker for your school media club page, prepare a presentation to help students identify unreliable historical information on social media.**
  - Evaluate ONE example of a viral post about this topic using the reliability table above.
  - Elaborate : how social media can be misleading. Then give your conclusion on how to protect historical accuracy online.

Presentation Checklist

1. I introduce the topic clearly. ☐

2. I state the purpose of my presentation precisely. ☐

3. I describe the historical site/discovery with accurate details and significance. ☐

4. I use prepositional phrases of place and time correctly. ☐

5. I analyze how the topic is presented on social media (accurate / misleading). ☐

6. I give a relevant example of a viral post and evaluate its reliability. ☐

7. I conclude with a clear opinion on how to protect historical accuracy online. ☐

After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevant ideas and examples.
I use appropriate vocabulary.
I speak in full sentences.
I give reasons for my opinions.

3.4

Social Media and Historical Events

What does it mean to document historical events?

To document a historical event means to create a lasting record of an occurrence through primary evidence – such as a text, a photograph, or a video – that can be analyzed and verified by future generations. Traditionally, this was the job of "official" gatekeepers like government ministries, academic historians, or professional news outlets.

Inquiry Questions:

1. **What is 'citizen journalism'?**
2. **How has social media changed the way historical events are documented?**

Discussion in groups of four:

Explain

- Have you ever witnessed a historical event documented on social media in real time? What was your experience?

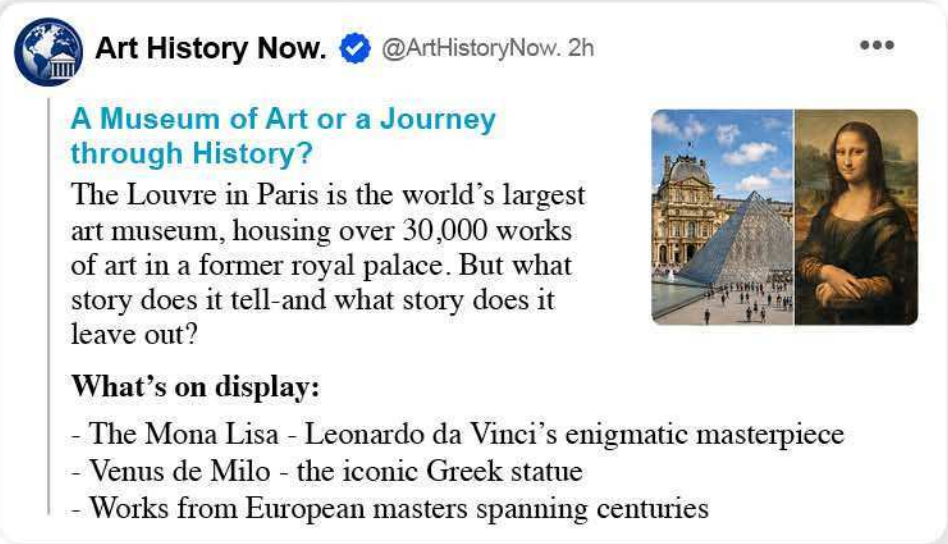
Evaluate

- Is a smartphone video taken by a civilian more or less reliable than a news broadcast? Justify your view.

Social Media Post for Analysis

The following threads are fictional social media posts created for analysis.

Thread 1



Art History Now. @ArtHistoryNow. 2h

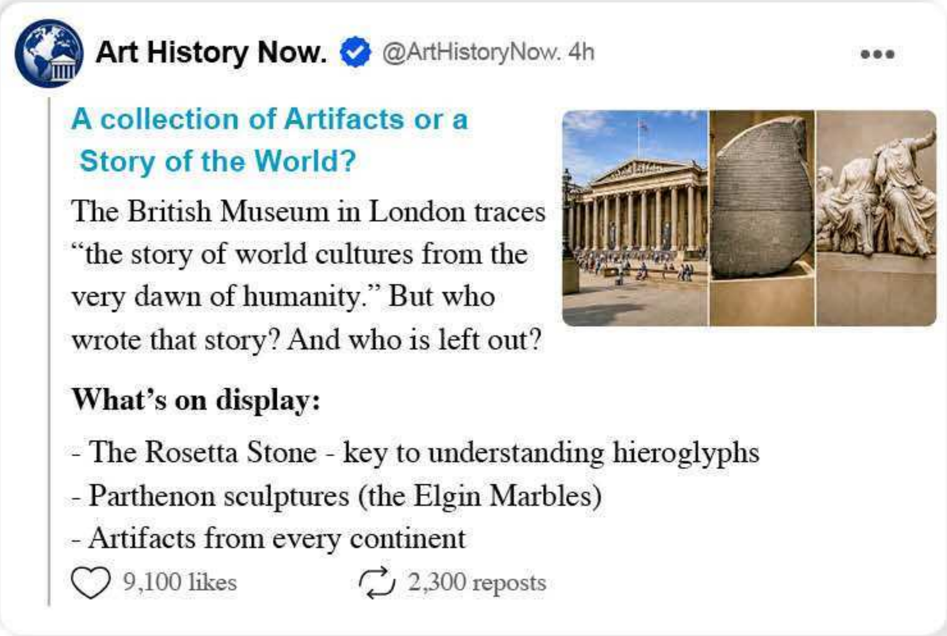
A Museum of Art or a Journey through History?

The Louvre in Paris is the world's largest art museum, housing over 30,000 works of art in a former royal palace. But what story does it tell-and what story does it leave out?

What's on display:

- The Mona Lisa - Leonardo da Vinci's enigmatic masterpiece
- Venus de Milo - the iconic Greek statue
- Works from European masters spanning centuries

Thread 2



Art History Now. @ArtHistoryNow. 4h

A collection of Artifacts or a Story of the World?

The British Museum in London traces "the story of world cultures from the very dawn of humanity." But who wrote that story? And who is left out?

What's on display:

- The Rosetta Stone - key to understanding hieroglyphs
- Parthenon sculptures (the Elgin Marbles)
- Artifacts from every continent

♡ 9,100 likes   2,300 reposts

Media Analysis: Key Concepts

Word / Expression	Definition / Use in Context
Citizen journalism	news reporting carried out by members of the public, not trained journalists
Real-time documentation	recording and sharing events as they happen, without delay
Hashtag	a word or phrase preceded by # used on social media to tag content by topic
Digital archive	a collection of historical materials stored and accessible online
Selective framing	choosing which details to include or exclude to shape the audience's understanding

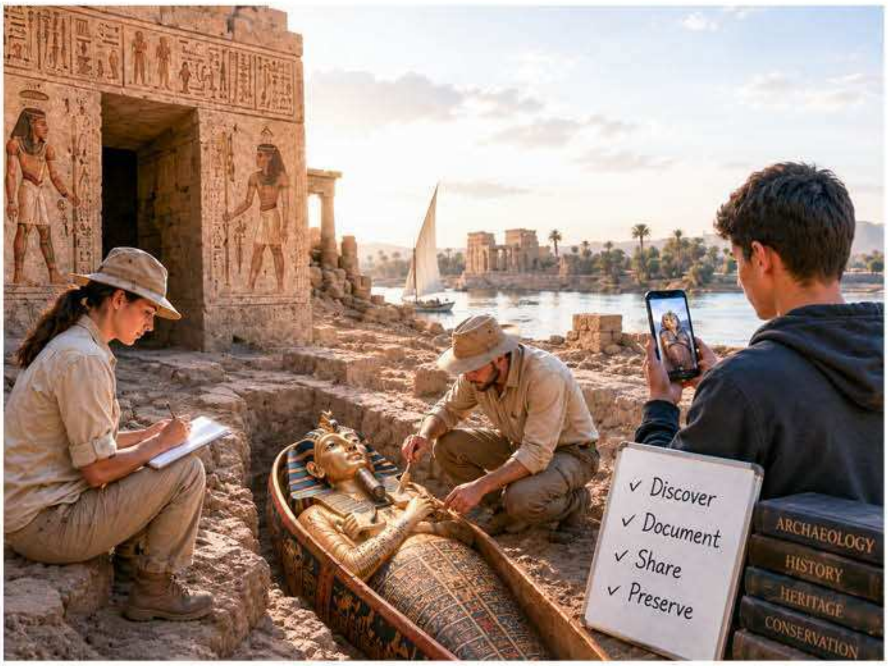
JRE

(Justify - Reason - Evidence)

- Some argue that museums preserve artifacts for all humanity.
- Others argue that they were taken without consent and belong to their original countries.
- To what extent should historical artifacts be returned to their countries of origin?
- Who benefits from current museum displays - and who might lose out?
- Think about both views before you decide on your answer.

Listening

• Listen to a mass media audio report about Egyptian discoveries.



A Listen and answer the following questions.

1. Analyze
According to the audio report, how was news of an archaeological discovery shared with the public in the past? What were the limitations of this process?

2. Evaluate
The speaker says social media allows Egypt's heritage to be shared 'at the very moment it is found.' Do you think this is more beneficial or harmful? Use ideas from the audio to support your opinion.

3. Analyze
What three specific examples does the speaker give to show that social media content can disappear or be unreliable?

4. Explain
According to the audio report, what is the risk of sharing archaeological content on social media without expert involvement? Explain in your own words.

Listen

JRE

(Justify - Reason - Evidence)

To what extent has social media transformed the speed at which historical discoveries are shared?

JRE

(Justify - Reason - Evidence)

1. To what extent can deleted posts and short videos threaten the preservation of historical information?
2. 'Social media is a useful tool for sharing heritage, but it cannot replace professional documentation.' To what extent do you agree / disagree? Defend your position.

B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. According to the audio report, social media now allows archaeological discoveries to be shared with the public much faster than before.		
2. The speaker argues that social media is a complete replacement for careful academic documentation and preservation.		
3. Instagram stories are available permanently and can always be accessed as part of a digital archive.		
4. The audio report states that images or claims about discoveries on social media can sometimes be misunderstood or shared out of context.		
5. The audio report presents social media as having no disadvantages when used to share archaeological discoveries.		

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. excavation	**a.** the process of recording and keeping information, evidence, or details about something
2. remarkable	**b.** the activity of digging to discover old objects or buildings
3. submerged	**c.** easily damaged or broken
4. documentation	**d.** very unusual or surprising in a positive way
5. fragile	**e.** covered or hidden under water
6. accuracy	**f.** the state of being correct and free from mistakes

How to Structure a news report

1. **Headline** (Short and interesting)
   ➔ Ancient Tomb Discovered in Luxor
2. **Lead** (What + Where + When)
   ➔ A royal tomb was discovered in Luxor this week.
3. **Details**
   ➔ Who discovered it / what it is / why it is important.
4. **Background**
   ➔ In the past, discoveries were reported slowly.
5. **Closing**
   ➔ Experts say more details will be revealed.

What is a News Report?
A news report is a short piece of writing that informs people about a recent event.

Writing Task "News Report"

You are a reporter for a school magazine.

- Write a **news report of about (150-180)** words about a **new archaeological discovery in Egypt** (e.g. a tomb in Luxor, a papyrus in the Delta, or a submerged site near Alexandria).

- **Your report should include:**
  - a clear **headline**
  - who discovered it
  - how it was shared with the public
  - where and when the discovery was made
  - why it is important

News report Checklist

1. I write about a **realistic archaeological discovery** ☐

2. I include **where and when** it happened and who discovered it ☐

3. I explain **why it is important** and how it was shared ☐

4. I write a clear **headline** and a strong opening lead ☐

5. I start with a strong **opening sentence** ☐

6. My ideas are in a **logical order** with a short closing ☐

7. I use the passive voice for formal reporting ☐

3.5 Assessment

Summative

Writing Task

Write a discursive essay of (150-180) words. Choose ONE of the following questions:

A. Physical sites of memory such as monuments and museums are more valuable for preserving history than digital platforms. To what extent do you agree?

B. Social media has done more harm than good to our understanding of Egyptian history. Discuss.

C. The way a society preserves its past reveals its values and priorities. Use examples from Egyptian heritage to evaluate this claim.

Build your Ideas

- The issue of .... is widely discussed today, particularly in the context of Egyptian heritage.
- This essay examines multiple perspectives using .... evidence from ....

- Although ...., it is also true that .... This .... suggests that ....
- Despite .... only by .... can we ....

- In contrast, it has been argued that .... However, ...

- Overall, it can be argued that .... because .... Only when .... will ....

Reflection Questions :

1. How have your views about the role of physical sites, museums, and digital platforms in preserving Egyptian history changed during this unit?

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2. Which of the four lessons did you find most challenging? Which grammar structure was most difficult to use? What could you do to improve?

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3. Which text in this unit did you find most persuasive, and why was it effective?

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4. How did your own background as an Egyptian influence the way you interpreted the texts?

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5. What new questions do you now have about how Egyptian history is preserved and presented to future generations?

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Self-Assessment

Rate yourself for each skill.

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read and identify key details across all the text types in this unit.			
	identify tone, evaluative language, and selective framing in media texts.			
Grammar	use prepositional phrases of place and time accurately in writing.			
	use concession clauses to acknowledge and respond to counter-arguments.			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
Writing	write a discursive paragraph of (150-180) words with cited evidence.			
	deliver a structured Presentation with evidence and counter-argument.			
Media	apply media literacy skills to evaluate the reliability of historical social media content.			
Listening	listen to media reports about discoveries, and distinguish between			
JRE	construct structured arguments using the JRE framework			

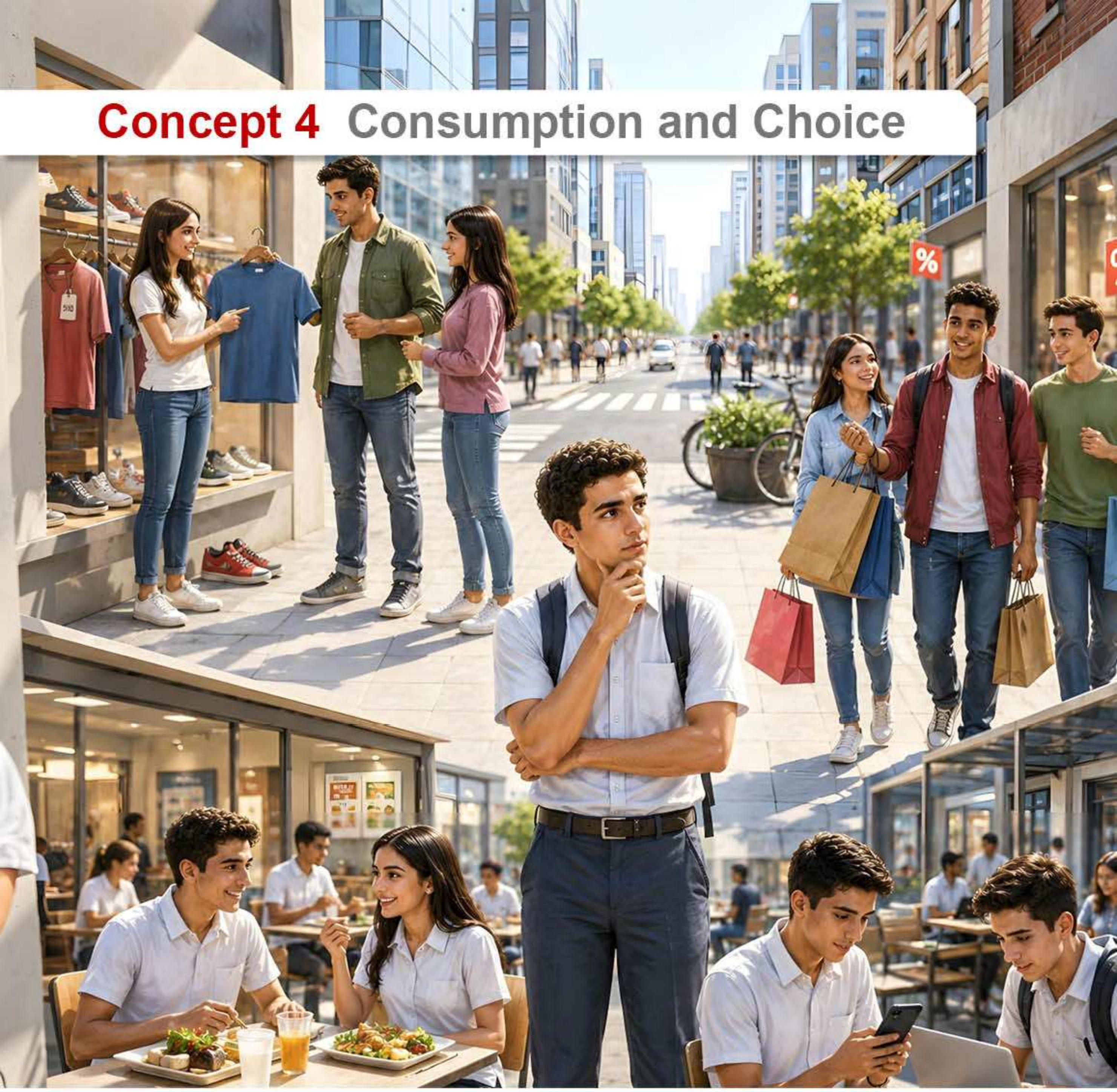
One skill I want to work on:

....

One thing I am proud of in this unit:

....

Concept 4 Consumption and Choice



UNIT 4

The Power of Choice

Unit Overview

This unit explores the concept of consumption and choice through the different ways people consume from the brands on our clothes to the food we throw away, the sales that make us spend too much, and the screens we cannot put down. You will think about why we consume the way we do, and what it costs us and the world around us.

Through four lessons, you will read, listen, discuss, and write about consumption and start to think more carefully about your own habits as a consumer.

You will be able to :

Reading: identify and explain the main causes and effects of food waste from a formal report, and distinguish between facts, opinions, and evidence within an argumentative text.

Listening: extract specific information from an audio broadcast (e.g. The Food Waste Minute) to answer detailed questions.

Speaking: discuss and debate topics related to consumer habits, such as food waste, brand culture, and digital consumption in pairs and small groups.

Writing: write an opinion article supporting it with reasons, and a well-structured review evaluating (e.g. a book, device ... etc.)

Content Objectives	Language Objectives
You will: • understand how brands affect what we buy and how we see ourselves. • identify the main causes of food waste at home and in schools. • recognize the tricks used during sale events like Black Friday. • reflect on how much time we spend on screens and what it costs us. • give reasons for our opinions using JRE in all four lessons.	**You will:** • use the present perfect to talk about past actions that matter now. • use linking words to connect ideas clearly in writing. • use fronting to give emphasis in formal writing. • write clear opinion paragraphs.

Inquiry Question?

- **How do our everyday choices as consumers influence our lives, our communities, and our future?**

- **Look at the cycle and answer.**

Explain

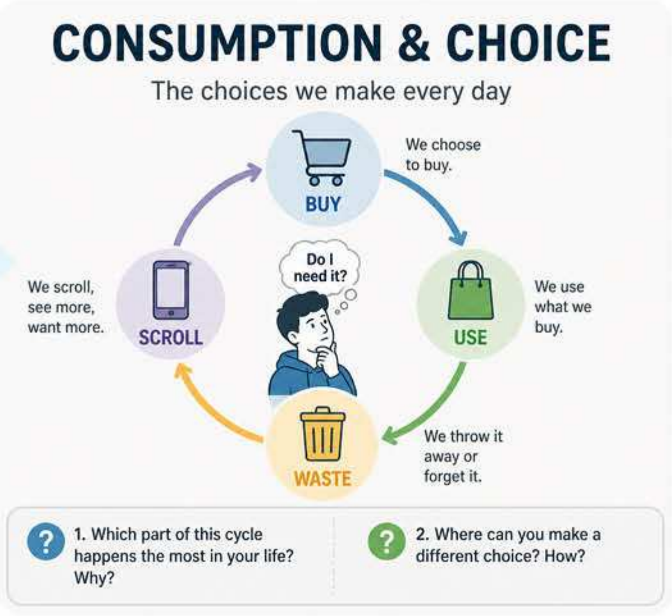
- What happens at each stage in the cycle?

Analyze

- How can the consumption cycle shape our personal identity?

Evaluate

- Which stage exerts the greatest influence on our choice today? Why?

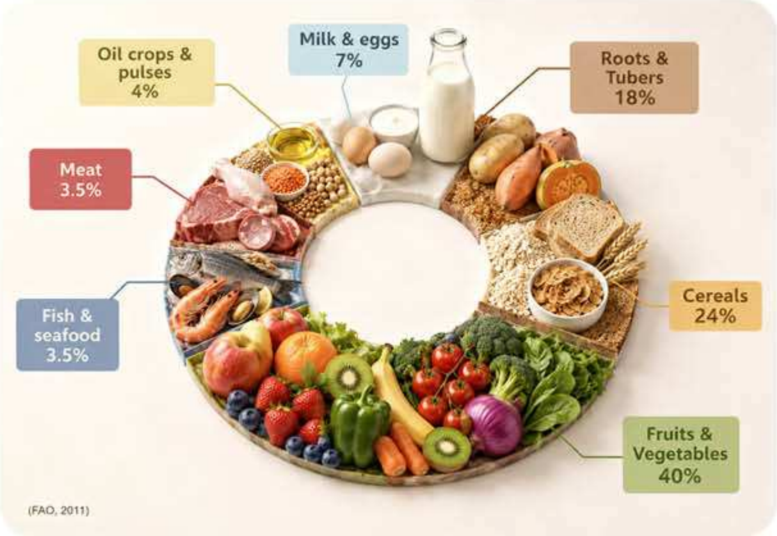

CONSUMPTION & CHOICE
The choices we make every day
BUY
We choose to buy.
USE
We use what we buy.
WASTE
We throw it away or forget it.
SCROLL
We scroll, see more, want more.
Do I need it?

1. Which part of this cycle happens the most in your life? Why?

2. Where can you make a different choice? How?

- **Look at the picture below, and discuss the question.**

What message does the image send about consumption?



(FAO, 2011)

SECTION A : Food Awareness

4.1

Food Waste

Do you think people waste more food today than in the past?

Every year, a large amount of food is wasted around the world. This is because people buy more than they need, store food poorly, and misunderstand food labels. Food waste increases in houses, supermarkets, and during special times and festivals. However, simple actions such as better habits and awareness can help reduce this problem.

Inquiry Question:

- Where do you think most food waste happens: at home, at shops, or on farms? What do you think is the biggest reason for food waste in Egypt?

Discussion in groups of four:

Explain

- How does our perception of food safety influence the amount of food we discard?

Analyze

- To what extent does the modern supply chain — from supermarkets to homes — contribute to the global food waste?

Evaluate

- How can you, your family, and your school reduce waste?

Formal Report

The Causes of Food Waste in Egyptian Homes

Introduction:

> This report looks at the main reasons why food is wasted in Egyptian homes. It uses information from consumer surveys and local studies. The results show that food waste in Egypt is a serious problem that needs to be addressed.

Project: What do you think the writer will say next about food waste?

Findings (Causes):

In Egypt, one common cause of food waste is buying more food than a family can use. During Ramadan, some families may prepare or purchase a large amount of food to welcome guests and express **generosity**. Although generosity is a positive and valued tradition, poor planning can sometimes lead to more food being prepared than needed. As a result, some of the extra food may be wasted.

A second important cause is storing food incorrectly. Many homes do not have good refrigerators or dry **storage**. As a result, fresh food – especially bread, fruit, and vegetables – goes bad faster than it should. Bread waste alone is a major issue in Egypt.

A third cause is **confusion** about dates on food packages. Many people throw away food on or before its 'best before' date. However, 'best before' only means that the taste or quality might change — it does not mean the food is unsafe. The 'use by' date is the one that tells you when food is no longer safe to eat.

Discuss:

Which cause of food waste seems most common in your community?

Recommendations:

Based on these findings, this report suggests three actions. First, schools should teach students about food shopping and storage from an early age. Second, shops should be required to give safe **leftover** food to food banks rather than throw it away. Third, food labels should be made clearer so that people understand the difference between 'best before' and 'use by'.

Evaluate:

Which recommendation would have the biggest impact? Why?

Conclusion:

The evidence shows that most food waste in Egypt can be **reduced** through education and better habits. These changes do not cost a lot of money. If these **recommendations** are followed, the amount of food waste in Egyptian homes could go down **significantly** within a few years.

JRE

(Justify - Reason - Evidence)

1. Is food waste more of an individual problem or a social problem?
   - Use evidence from the report to support your answer.
2. To what extent could the proposed recommendations shift the culture of food waste in Egypt? Justify.

Comprehension Check

A **Answer the following questions.**

1. **Explain**

- What are the three main causes of food waste found in the report?

....

- What does the conclusion say about the cost of solving food waste?

....

2. **Explain in your own words**

What is the difference between 'best before' and 'use by'?

....

3. **Analyze**

Why does the report say that cultural habits can lead to food waste?

....

4. **Evaluate**

What three recommendations does the report make? Add one recommendation of your own.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The report says Egypt wastes more food than any other country in the Middle East.		
2. Buying too much food is named as the most common cause of food waste in Egypt.		
3. The report recommends that the government build new refrigeration facilities.		
4. 'Best before' means the food is no longer safe to eat after that date.		
5. The report says that reducing food waste does not require a lot of money.		

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. storage	**a.** the state of being unable to understand something clearly
2. confusion	**b.** keeping things in a safe place until you need them
3. generosity	**c.** in an important or noticeable way
4. recommendations	**d.** food remains that haven't been eaten after a meal
5. reduce	**e.** to make something smaller or less
6. leftover	**f.** being kind and willing to give a lot to others
7. significantly	**g.** an idea or suggestion for what someone should do

Writing in Action: Fronting

Type of Fronting	Example
Fronting a time/place phrase	In Egypt, food waste is a serious problem. (Normal: Food waste is a serious problem in Egypt.)
Fronting result, cause phrases	As a result of poor storage, bread goes bad quickly. (Normal: Bread goes bad quickly as a result of poor storage.)
Fronting for contrast	Unlike large supermarkets, many small shops have limited storage space. (Normal: small shops have limited storage space, unlike supermarkets.)

Fronting means moving a word or phrase to the beginning of a sentence to give emphasis.

1. It is used in formal writing and reports to add emphasis.
2. It also makes your sentences more varied and interesting.

Writing in Context

A Find **ONE** example of fronting in the formal report.
Rewrite it in normal word order.

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B **Instructions:**

- a Read the following paragraph about consumer choices. The writer has used fronting (changing the usual word order) to add emphasis and create a more formal style.
- b Identify the fronted structures.
- c Rewrite the paragraph using the normal subject verb word order while keeping the original meaning.

"Rarely do consumers consider the environmental impact of the products they buy. Only after comparing different options do many people realize how their choices affect the planet. On store shelves stand countless items designed to attract attention and encourage spending. Such is the influence of advertising that consumers sometimes purchase things they do not need. Not until they reflect on their habits do they begin to make more responsible and informed decisions".

C **Write (3 - 5) sentences about "Food waste" using fronting.**

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Speaking

Ⓐ **Rank the causes from most serious to least serious:**

- Overbuying
- Poor Storage
- Festivals
- Misunderstanding labels

- Compare your ranking with another group.

- Can you reach an agreement?

SPEAK
SHARE
INSPIRE
Your ideas matter!
After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevant ideas and examples.
I use appropriate vocabulary.
speak in full sentences.
I give reasons for my opinions.

Ⓑ **Role play:**

Student A: A supermarket manager.

Student B: An environmental activist.

Debate: Should shops be required to donate unsold food?

Ⓒ **Four Corners Activity.**

- **Choose one position :**

- Strongly agree.

- Agree.

- Disagree.

- Strongly disagree.

Statement :

“Brands influence teenagers more than parents do.”

- Move and justify your opinion.

4.2

Beyond the Brand

How do companies influence consumers using "brand culture"?

Every day, teenagers are surrounded by brands, from the moment they wake up until they go to sleep. These brands are not just simple logos on products. They are carefully designed to influence how people think and feel. Companies use powerful ideas and emotions to connect their products to identity and belonging. This raises an important question: when we choose a brand, are we making our own decisions, or are our choices being shaped for us?

Inquiry Question:

- **What is the difference between a product and a brand?**

Discussion in groups:

Explain

- Which brands do you or your classmates like most? Why?
- Do you ever buy something because of the brand name?

Analyze

- Why might two similar products have very different prices just because of the label?

Evaluate

- Do you think choosing a brand is more about your feelings or about the quality of the product?

More Than a Logo: How Brands Shape What We Buy*

** "Synthesized and adapted by the national curriculum development team from modern neuromarketing literature, cognitive identity psychology regarding brand-logo brain activation, and consumer sociology frameworks on modern mindful consumption habits."*

Every day, by the time most teenagers in Egypt have had breakfast, they have already made more **brand** choices than they realize. The phone that wakes them up is one of the most recognized devices in the world. The shoes by the door carry a tick that is far more famous than the company's actual name. Furthermore, the cereal box on the table features a cartoon bird that has remained unchanged longer than many brands have survived. None of this is an accident.

JRE

(Justify - Reason - Evidence)

- Why do companies invest heavily in brand-building? Use evidence.

The biggest companies invest more heavily in brand-building than in almost anything else. This is because a well-known brand is more valuable than any single product. In addition, they spend more on emotional storytelling than on simply describing what their products do.

• Find a word or phrase in the paragraph that means:

1. put money and effort into something → ....
2. known by almost everyone → ....
3. worth a lot/important→ ....

JRE

(Justify - Reason - Evidence)

- To what extent do strong brands affect people more than smaller companies ?
- Support your answer with evidence.

A brand is much more than a **logo**. It is a set of feelings and ideas, and the strongest brands build those feelings more carefully and more consistently than smaller companies ever could. When brand X puts its tick on a shoe and writes *"Just Do It"*, it is selling not only shoes, but also the idea that the person who wears them is stronger, more determined, and more ready for a challenge than someone who does not. Similarly, when a phone brand presents a new phone in a clean white room, it is selling the idea that its products are simpler, more elegant, and more desirable than anything else on the market.

A branded product is almost always more expensive than a similar unbranded one. Even though the quality difference is often smaller than people expect, they still choose the brand because the feeling it gives them feels worth far more than the price difference.

• Imagine you are creating a new brand for Egyptian teenagers.

1. What product does your brand sell?
2. Write your brand's slogan in ONE sentence: ....

JRE

(Justify - Reason - Evidence)

To what extent do brands sell feelings rather than products?

- Use evidence from the text to support your answer.

Psychologists who study how people make choices have found something interesting. When people see the logo of their favorite brand, the part of the brain linked to personal identity becomes more active than when they see an unknown label.

As a result, choosing a brand is rarely a simple or purely practical decision. This means that when someone chooses X over Z, they are often making a deeper choice than simply picking a more comfortable shoe–they are saying something about who they are, or who they most want to be. Understanding why we prefer one brand to another can be an important step towards mindful consumption. For instance, for many young people in Egypt, wearing the most popular brand feels more important than wearing the most practical one, because brands have become one of the most powerful languages we use to show where we belong. Admittedly, not everyone is equally influenced by brand image.

- **According to the paragraph, why is choosing X over Z a "deeper choice"? Use evidence from the text.**
  Because ....

Although companies benefit greatly from this power, the influence of brands also raises one of the most important questions in modern life: are we truly free when we make choices, or do companies create our **preference** for us? On the other hand, understanding how brands work gives us a real advantage as consumers. This helps us avoid blind brand **loyalty**, where we buy a product based on emotion rather than quality. The most successful brands do not just sell products. They sell the feeling of **belonging** somewhere. Consequently, this feeling becomes stronger, and far more personal. It also becomes harder to **resist** than any simple advertisement could ever be. Overall, the more aware we are of how brands shape our thinking, the better and freer our choices can become.

- **"The more aware we are of how brands shape our thinking, the better and freer our choices can become." Do you agree? Write (2-3) sentences giving your opinion with a reason.**

....

....

JRE

(Justify - Reason - Evidence)

1. To what extent do brands influence our choices? Use evidence from the text.
2. Why do you think the work of brands is important for consumers?

Comprehension Check

A **Answer the following questions.**

1. Explain

In your own words, what is a "brand" beyond just a logo?

....

2. Explain

What important question does the writer raise at the end of the article, and why is it significant ?

....

3. Analyze

How do companies shape consumers' thinking?

....

4. Analyze

What does brain research tell us about brand loyalty and personal identity?

....

5. Evaluate

Do you think practicing "mindful consumption" can help people make better buying decisions? Why or why not? Use ideas from the text to support your answer.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The article says teenagers see more than ten brands before breakfast.		
2. The cereal box character has changed its design recently.		
3. Brain research shows that brand choices are connected to personal identity.		
4. The writer believes that consumers are completely free in their brand choices.		

Vocabulary

A **Match the following words with their meanings.**

Words	Meanings
1. preference	**a.** a well-known name associated with a company's products or services
2. belonging	**b.** a picture or symbol used to represent a company
3. logo	**c.** to stop yourself from doing something
4. brand	**d.** always choosing the same brand and not wanting to change
5. loyalty	**e.** liking one thing more than another
6. resist	**f.** the feeling of being part of a group

B Write THREE sentences with words you identified in the text.

1. ....

2. ....

3. ....

C Real-world connection: Your Brand Choices

Think about the brands you choose:

Product	Brand I choose	Why I choose it	Feelings/ Identity connection
shoes	....	....	....
phone	....	....	....
clothing	....	....	....
food	....	....	....

Reflection

1. What patterns do you notice in your brand choices?
2. Are you choosing brands for quality or for feelings?
3. How would you know if you were making free choices or being manipulated?

Speaking

Discuss these questions in small groups:

- "A brand is not just a logo". To what extent do you agree / disagree?
  Use examples to support your view.
- Should schools have uniforms to reduce the effect of brand culture? Give reasons for and against.
- Is it possible to avoid brand culture completely in today's world? What would that look like?

Discuss & Reflect
YOUR MIND MATTERS
BE YOU

Writing — Opinion Article

➔ How to structure an opinion article:

Section	What to include
1. Headline	a short, catchy title that shows your opinion
2. Introduction	give the topic and state your main opinion clearly
3. Body paragraph 1	first reason + example or evidence
4. Body paragraph 2	second reason + example or evidence
5. Concession	mention one point from the other side
6. Conclusion	restate your opinion and end with a strong final sentence

Writing Guide: Opinion Article

An opinion article gives your view on a topic and supports it with reasons.

Reflection

Writing Task

- **Write an opinion article of (150-180) words for your school magazine on this topic:** "Brand culture has more negative effects than positive effects on young people today".

When you write an **opinion article**, turn your insight into an intervention: don't just observe the world, but use your analysis to pinpoint a specific problem and then provide a clear, actionable path forward. Diagnose the issue, then prescribe the cure.

Writing Checklist

1. I write a short, catchy title that shows my opinion. ☐

2. I state my main opinion in the introduction. ☐

3. I support it with an example or evidence. ☐

4. I give a second reason with an example. ☐

5. I mention one point from the other side. ☐

6. I restate my opinion. ☐

4.3

Digital Consumption

Section B : Online Consumption

How apps use your time.

Many teenagers use social media every day without thinking about how these apps really work. Although these platforms seem free, they actually collect information about users' behavior and interests. Apps are carefully designed to keep people online longer through features that make it hard to stop scrolling. While social media has benefits, it is important for users to understand how their time and attention are being used.

Inquiry Question:

- **How much time do you spend on your phone each day? What do you use it for most?**

Discussion in pairs:

Explain

- What apps do you spend the most time on?
- Do you think all that time is well spent?

Analyze

- How do social media apps encourage people to spend more time online?

Evaluate

- Is using a phone or an app similar to buying a product? Do you agree or disagree?

JRE

(Justify - Reason - Evidence)

Do you think you control your phone - or your phone controls you?
Give reasons.

Listen

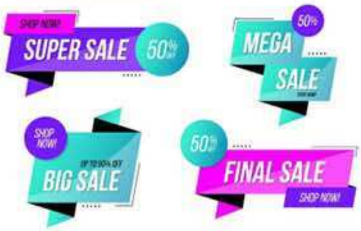
Listening

• "Synthesized and adapted by the national curriculum development team from digital attention economy frameworks, behavioral optimization data regarding infinite scroll and autoplay mechanisms, and psychological studies on cognitive disruption caused by smartphone notification frequencies."

A **Listen to the audio, then choose the correct answer from a, b, c, or d:**

1. According to the recording, what happens to the data apps collect about you?
   a. It is deleted after 24 hours. b. It is sold to advertising companies.
   c. It is shared with other users. d. It is kept private.

○ **Blue Sale**



○ **Black Friday**

LAST MINUTE
LAST MINUTE

JRE

(Justify - Reason - Evidence)

Is scrolling on social media a waste of time or a useful activity?
- State your view.
- Give evidence.

JRE

(Justify - Reason - Evidence)

- To what extent are app designers responsible for the amount of time teenagers spend online? Use evidence from the text.

2. What two features does the speaker mention as being designed to keep users online?
  a. Notifications and alerts
  b. Infinite scroll and autoplay
  c. Videos and images
  d. Messages and comments

3. What does research say about the effect of notifications?
  a. They help students focus better.
  b. They only affect concentration if you read them.
  c. They make it harder to concentrate even if not opened.
  d. They have no effect on concentration.

4. What is the speaker's main message about apps and social media?
  a. They should be banned for teenagers.
  b. They are completely harmful and should be avoided.
  c. They have benefits but users should understand how they work.
  d. They are the most important part of modern life.

B **Listen again to the audio and complete the following sentences.**

1. Every minute you spend ...., the app is collecting data about you.

2. Features like infinite scroll and .... were not created by accident.

3. By the age of ...., the average teenager has spent more time on social media than in school.

4. Simply receiving a .... – even if you do not open it– can make it harder to focus.

5. Students who keep their phones .... while studying perform less well.

6. The first step to being in control of your digital habits is knowing that your .... has value.

C **Listen again, then answer the following questions.**

Explain

- "If you are not paying for the product, you are the product". What does this mean?

....

- What two features does the article say apps use to keep users engaged?

....

- What does research show about the effect of notifications?

....

Evaluate

- Do you think understanding how social media platforms work is enough to help people control their digital habits? Why or why not?

....

- The speaker says that "your attention has a value". Do you agree that users should take more responsibility for protecting their attention online? Justify your opinion using ideas from the audio.

....

- **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Social media apps sell user data to advertising companies.		
2. Infinite scroll was created by mistake by app designers.		
3. By age 17, the average teenager has spent more time on social media than in school.		
4. Notifications only affect concentration if you open and read them.		
5. The article says that social media apps should be banned for teenagers.		

- **Digital Consumption Around the World.**

Country	Digital Consumption	What I can learn
Egypt	High social media use; WhatsApp, Instagram, TikTok popular	Digital literacy education
USA	High screen time; growing concern about mental health	Regulation and awareness
China	Strict app regulations; limits on gaming time for minors	Government regulation
South Korea	Very high screen time; government programs for digital balance	Balance programs

- **Compare and Contrast:**

1. How does digital consumption differ between Egypt and other countries?
2. What can Egypt learn from countries with healthier digital habits?
3. What unique challenges does Egypt face regarding digital consumption?

Speaking

- **Debate Discussion:**

Motion:

“Social media platforms do more harm than good for teenagers.”
The class is divided into two teams: For (agree) and Against (disagree). Each speaker has (2-3) minutes. After all speeches, the class votes on who argued most convincingly.

Team FOR — Argue that social media harms teenagers. Apps use infinite scroll and autoplay to trap users online.	Team AGAINST — Argue that social media benefits teenagers. Social media helps people stay connected globally.
Notifications damage concentration during studying. By 17, teenagers have spent more time on social media than in school. Platforms profit from teenagers’ attention without their knowledge.	It gives students access to information and educational content. It supports creativity and self-expression for young people. Being aware of how platforms work puts users in control.

- **Oral Review Presentation:**

Task:
Prepare and deliver a 2-minute spoken review of a digital platform or app of your choice. To succeed, follow these steps:

1. **Choose your topic:** Select a digital platform or app that you know well and have a clear opinion about.
2. **Identify your audience:** Consider who you are speaking to (e.g. classmates, potential users).
3. **Plan your structure:** Your review must follow the same four-part structure as the written review.
4. **Prepare your notes:** You may use brief notes (maximum 5).
5. **Practice:** Do not read from a full script. Speak naturally to engage your audience.

Writing

Structure of a Review

- **A well-written review follows a clear four-part structure. Each paragraph has a specific purpose.**

Part	Purpose	What to Include
Paragraph 1	Introduction	Name the subject of the review. Give essential background information. State your overall impression in one sentence.
Paragraph 2	Positives	Describe the strengths of the subject. Use specific examples or evidence. Explain why each point is positive.
Paragraph 3	Negatives	Discuss the weaknesses or limitations fairly. Avoid being overly tough. Use a balanced, simple and professional tone.
Paragraph 4	Conclusion	Summarize your overall judgement. State who you would recommend it to, and why. End with a memorable final sentence.

A review is a critical evaluation of a subject – such as a book, product, service, performance, or piece of writing. Its primary purpose is to provide an informed opinion that helps others decide whether they should engage with that subject or avoid it.

Useful Phrases :

"For" phrases	"Against" phrases
- ... is a [type] designed for ...	*- It is worth noting that ...*
- At first glance, ... appears to ...	*- However, it is not without its flaws.*
- One of its greatest strengths is ...	*- On the other hand, ...*
- What makes it particularly impressive is ...	*- A significant drawback is that ...*
- Research has shown that ...	

Writing Task

- **Write a review of (150-180) words about "a social media app or digital platform of your choice".**
  Your review should discuss both its benefits and its drawbacks, and end with a clear recommendation.

....

....

....

....

Review Checklist

1. My review has four clear paragraphs. ☐

2. My introduction names the purpose and gives an overall impression. ☐

3. I use at least two useful phrases from the phrase bank. ☐

4. My conclusion includes a specific recommendation and a target audience. ☐

5. I check spelling, punctuation, and grammar. ☐

4.4

Black Friday and Sales Culture

BLACK FRIDAY
%
75%
50%
25%

The Psychology of the Sale: Why We Buy What We Do Not Need

Sale events make people feel excited and believe they are saving money! However, companies use clever tricks to influence our decisions and push us to buy more. These tricks create urgency and make products seem more valuable than they really are. In the end, many people spend more than they planned, even when they think they are saving.

Inquiry Question:

- **In the Egyptian market, we see both terms: "Black Friday" and "White Friday". Why do you think some brands choose one over the other? How does the name influence your decision?**

Discussion in groups of four:

Explain

- Have you or your family ever bought something you did not need because it was on sale? What made you do it?

Evaluate

- Do you think prices are really lower during sale events, or can shops be misleading? Why?

Analyze

- What problems can big sale events like Black Friday cause for people and the environment?

JRE

(Justify - Reason - Evidence)

- Do sales events really help people save money? Justify your answer with reasons and evidence from the text.

The Tricks Behind Sale Events*

** "Synthesized and adapted by the national curriculum development team from behavioral economics, specifically Daniel Kahneman and Amos Tversky's cognitive framework of 'loss aversion', consumer retail psychology, and spending trend analytics, scaffolded to model the present perfect tense."*

- **The word “falling for” in the text is closest in meaning to :**

a. avoiding
b. being tricked by
c. understanding
d. comparing

Every year, millions of people around the world wait for events like Black Friday to go shopping. They feel excited as they plan their **purchases** in advance and believe they are making smart choices. But are they really saving money, or are they **falling for** a set of very clever tricks?

- **What happens to the jacket price in the example?**

One of the most common tricks is called **loss aversion**. Imagine a jacket that costs 400 Egyptian pounds. You do not really need it. Then a sign appears: ‘Was 800 LE, Now 400 LE, Save 50%!’ Suddenly, the jacket feels much more attractive. Your brain tells you, ‘If I don’t buy it, I will lose the chance to save 400 pounds.’ Of course, you have not lost anything, but that is how our brains work. Not buying something feels like a loss.

- **Name two tricks used in sales.**

Sale events also use other **tricks**. Phrases like ‘Only 3 left in stock!’ create a feeling of **urgency**. You feel that you must decide immediately or you will miss the chance. When you see many other people buying something, you think it must be a good idea. And **countdown** clocks on websites force you to decide quickly, before you have time to think carefully. All three tricks work together to push you towards buying.

- **Do you think people really save money during sales? Why or why not?**

Research has found something surprising: people who shop during sales actually spend more money overall than people who do not. They feel they have saved money, but in fact they have spent more. The sale is not designed to save you money.
It is designed to make you spend more and feel happy about it.

Comprehension Check

A **Answer the following questions.**

1. Explain

What are three tricks the article describes? Explain each one briefly using your own words.

....

2. Analyze

What does the research show about how much money sale shoppers really spend?

....

3. Analyze

What is the writer's main argument about the purpose of a sale?

....

4. Evaluate

Do you think sale events help consumers save money or encourage unnecessary spending? Use evidence from the article to support your opinion.

....

JRE

(Justify - Reason - Evidence)

- To what extent are sale shoppers responsible for their own overspending? Use evidence from the text.

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. In the example, the jacket's original price was 800 LE.		
2. Loss aversion makes people slow down and think more carefully before buying.		
3. Seeing others buying something makes us think the product must be good.		
4. Research shows that sale shoppers always spend less than regular shoppers.		
5. The article says that countdown clocks were banned in some countries.		

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. purchase	**a.** a timer showing how much time is left
2. fall for	**b.** to be tricked into believing something
3. loss aversion	**c.** a feeling that something must be done quickly
4. urgency	**d.** something done to deceive people
5. countdown	**e.** to buy something
6. trick	**f.** avoiding loss more than gaining

- **Reflect and discuss in small groups.**

1. Why do you think people get so excited about sales like **Black Friday?**

2. What if sales events didn't exist? How would people's shopping habits change?

3. How might Egyptian culture influence attitudes towards sales differently from other cultures?

Present Perfect

- We use the present perfect to talk about something that happened in the past and is still important now.
- It connects the past to the present, because we care about the result, not just the time.
- It is very common in reports, articles, and academic writing.

Grammar Focus

Present Perfect	
Structure / Form	**Example**
have / has + past participle	Food waste **has become** a serious problem.
Negative: **haven't / hasn't +** past participle	Supermarkets **haven't** changed their habits yet.

Question: **Have/Has +** subject + p.p.?	**Has** Egypt introduced food waste laws?
With **"just"**	Scientists have **just** published new research on food waste.
With **"already"**	Some schools have **already** started teaching food literacy.
With **"yet"** (negative/question)	The government **hasn't** acted on this problem **yet**.
With **"since" +** point in time	Food waste has been a problem **since** the 1990s.
With **"for" +** period of time	Egypt has faced this issue **for** many years.
With **"never"**	This topic has **never** received enough attention.

Grammar in Context

A Complete the table with present perfect verbs in the reading text and explain what time relationship they show.

Present perfect verb	Time Relationship
has found	a completed action with a present result
....	....
....	....
....	

B Write the correct present perfect form of the verbs between brackets.

1. Researchers .... **(find)** that bread waste is very high in Egyptian cities.
2. The company .... **(not / introduce)** the new system yet.
3. Some schools in Cairo .... **(already / start)** teaching food education.
4. Food waste .... **(become)** a bigger problem since 2000.

C Choose the correct sentence from a, b, c, or d.

Only one sentence in each group is grammatically correct. Circle the letter of the correct sentence.

1. **a.** She has bought a jacket during the sale.
   b. She have bought a jacket during the sale.
   c. She has buy a jacket during the sale.
   d. She has buyed a jacket during the sale.

2. **a.** You have ever fallen for a loss aversion trick?
   b. Have you ever fall for a loss aversion trick?
   c. Did you ever have fallen for a loss aversion trick?
   d. Have you ever fallen for a loss aversion trick?

3. **a.** Shops have use countdown clocks for years.
   b. Shops have used countdown clocks for years.
   c. Shops has used countdown clocks for years.
   d. Shops have using countdown clocks for years.

Writing Task

Write (5) sentences about sales culture using "The Present Perfect Tense".

....

....

....

....

Presentation Task

“Black Friday does more harm than good”.

Work in groups of **(3 – 4)**. You must argue FOR this statement.

Point to Include	How to use It
1. It encourages impulse buying.	Give examples of how sales push people to buy.
2. It harms local businesses.	Explain how small businesses struggle to compete.
3. It creates financial pressure.	Describe how people spend more than they can afford.
4. It increases waste.	Explain how unnecessary purchases lead to waste.

Discuss & Reflect
YOUR MIND MATTERS
BE YOU

Step 1 : Choose your two strongest points from the table above

Choose the two points you find most convincing. Decide who in your group will present each one.

SPEAK
SHARE
INSPIRE
Your ideas matter!
After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevant ideas and examples.
I use appropriate vocabulary.
speak in full sentences.
I give reasons for my opinions.

Step 2 : Acknowledge the other side

Use a concession phrase to admit one benefit of Black Friday, then immediately explain why the harm is still greater.

Step 3 : End with a strong conclusion

As a group, agree on one final sentence that sums up your argument. Use a concluding phrase from the useful language box.

4.5
Assessment

Summative

Writing Task

- **Write an opinion article of (150 – 180) words:**

Choose ONE of the following questions:

A. Modern consumption, buying, wasting, shopping during sales and using screens, is making people less happy, not more.' How much do you agree?

B. Which of the four topics in this unit, brand culture, food waste, sale events, or digital consumption, is the biggest challenge for young people today? Argue your case.

Build your Ideas

- The issue of .... is something that affects many young people today. In this article, I will argue that.
- Although ...., it is also important to consider that .... As a result, ...
- Furthermore, ..., this shows that ....
- On the other hand, some people argue that .... However, ...
- In conclusion, ...

Reflection Questions :

1. How have your views about your own consumption habits changed during this unit?

....

2. Which of the four lessons did you find most personally relevant? Why?

....

3. Which grammar structure was the most challenging? What can you do to improve?

....

4. What ONE change to your consumption habits would you commit to making?

....

Self-Assessment

★★★ Confident – I can do this independently
★★ Developing – I can do this with some help
★ Needs practice – I find this difficult

Skill Area	I can...	★★★	★★	★
Reading	read a consumer magazine article for gist, identify key details, and support my answers with evidence from the text.			
	read a consumer article about sale psychology (loss aversion, urgency, social proof).			
	read a digital literacy article and identify the main argument about apps and attention.			
Listening	listen to a radio program about online consumption, identify the main ideas, and extract specific information.			
Grammar	use the present perfect correctly with time markers: since, for, just, already, yet, never, and ever.			
Writing in Action	use fronting to add emphasis in formal writing: fronting a time phrase, a result phrase, or a contrasting phrase.			
Speaking	deliver a structured (3 – 5) minute individual presentation with a clear position, two arguments with evidence, and a recommendation.			
Writing	write a well-structured opinion article of (150 – 180) words with a headline, clear opinion, and a conclusion.			
JRE	answer a JRE question about brand culture using a clear claim, evidence from the text, and a developed explanation.			

One skill I want to work on:

One thing I am proud of in this unit:

Consolidation Review B

1 **Choose the correct answer from a, b, c, or d.**

1. The Grand Egyptian Museum protects valuable artifacts so that future generations can learn from them. This process helps **preserve** Egypt's heritage.

What does **preserve** mean in this context?

a. To protect something from damage or loss.

b. To hide something from the public.

c. To replace something with a modern copy.

d. To move something to another country.

2. "A website presented the town's history in **chronological** order. Visitors first read about events from the nineteenth century before moving through each later period." Which situation best reflects the idea of '**chronological**'?

a. A music app groups songs according to whether they are calm, fast, or energetic.

b. A shop displays clothes according to colour rather than when they were made.

c. A photo album places family pictures into separate sections for holidays and birthdays.

d. A documentary tells what happened on the first day of a journey before showing the events of the following days.

3. A misleading viral post can **distort** people's understanding of a historical event.

What does **distort** mean in this context?

a. To explain something in greater detail.

b. To record something for the first time.

c. To change something so that it is no longer accurate.

d. To translate something into another language.

4. "At the tourist centre, visitors from several countries spoke directly with Yasmeen without needing an interpreter because she is **multilingual**." What does "**multilingual**" mean in this context?

a. able to communicate in more than one language

b. able to understand every language without studying it

c. able to speak one language with complete accuracy

d. able to translate written texts as a professional job

5. Before sharing the old photograph, Salma **verified** its date and source.

What does **verified** mean in this context?

a. Shared it with a large audience.

b. Checked that it was correct and reliable.

c. Changed its colour and size.

d. Added an emotional caption to it.

6. "The papyrus is **fragile** and must be handled carefully." The underlined adjective is closest in meaning to ....

a. strong b. official c. public d. delicate

7. The tendency to fear losing an opportunity more than gaining something is called ....

a. belonging b. loss aversion c. awareness d. efficiency

8. To stop yourself from buying something unnecessary is to .... the temptation.

a. promote b. resist c. consume d. waste

9. Food waste .... a serious global problem in recent years.

a. has become b. became

c. have become d. is becoming

10. Many supermarkets have not changed their wasteful practices ....

a. already b. since c. yet d. ever

11. ...., the lower sale price seems attractive; however, it may encourage unnecessary spending.

a. At first glance b. Because of c. Although d. As a result of

12. Consumers have become more aware of food waste; ...., many families still buy more than they need.

a. therefore b. however c. because of d. owing to

13. What is the purpose of the topic sentence in a discursive paragraph?

a. To introduce the main issue. b. To give a final opinion.

c. To list references. d. To tell a story.

14. What should usually come after the topic sentence?

a. A greeting b. The first viewpoint

c. A signature d. A title

15. Which sentence uses fronting?

a. I will never forget that day.
b. That day, I will never forget.
c. I forgot that day completely.
d. I will forget that day soon.

16. Which section of a formal report explains why the problem happened?

a. Causes
b. Title
c. Greeting
d. Closing

2 **Only one sentence in each group is grammatically correct. Choose the correct answer.**

1. a. The statue stands at the entrance to the museum.
b. The statue stands in the entrance of the museum.
c. The statue stands on the entrance to the museum.
d. The statue stands from the entrance of the museum.

2. a. Despite the museum is modern, it preserves ancient history.
b. Although the museum is modern, it preserves ancient history.
c. Although its modern design, it preserves ancient history.
d. In spite the museum is modern, it preserves ancient history.

3. a. The inscriptions were translated by experts.
b. The inscriptions was translated by experts.
c. The inscriptions were translate by experts.
d. The inscriptions have translating by experts.

4. a. At first glance, appears attractive the offer.
b. At first glance appears the offer attractive.
c. At the first glance, the offer appear attractive.
d. At first glance, the offer appears attractive.

5. a. The app sends frequent notifications; therefore, users check it more often.
b. The app sends frequent notifications because of users check it more often.
c. The app sends frequent notifications; therefore users checks it more often.
d. The app sends frequent notifications owing to users check it more often.

3 **Read the text, then answer the questions.**

When Places Remember

A historical landscape is more than a collection of old buildings, monuments, and ruins. It is a place where events from the past have left visible or invisible traces. A battlefield, an ancient street, a former factory, or even an ordinary house can become a site of memory when people connect it with important events, experiences, or individuals. Such places help communities remember their past and consider how it continues to influence the present.

However, sites of memory do not tell their stories automatically. The meaning of a place often depends on how it is preserved and presented. A ruined building, for example, may appear meaningless to a visitor who knows nothing about its history. Signs, photographs, recorded memories, and personal objects can provide context and transform a visit to an unfamiliar place into a powerful historical experience. In this way, interpretation becomes as important as preservation.

This means that museums act as storytellers, but storytelling also involves responsibility. Museums must decide whose experiences to include and which voices may have been ignored in the past. Traditional exhibitions often focused on powerful leaders and major political events. Today, many museums also include the experiences of workers, women, children, minority communities, and ordinary families. By presenting different perspectives, museums can offer a more complex understanding of history.

Technology has also changed how historical stories are communicated. Interactive screens, digital reconstructions, audio recordings, and virtual reality can help visitors imagine places that no longer exist or events that no longer occur. Nevertheless, technology should support the historical story rather than distract from it. Impressive digital effects are of little value if visitors leave without understanding why a place or object matters.

Ultimately, historical landscapes and museums connect memory with the present. They remind us that history is not simply a list of dates and events. It consists of human experiences that can be remembered, interpreted, and sometimes debated. By preserving significant places and telling their stories carefully, societies can help future generations understand both where they came from and how the past continues to shape their world.

A. Choose the correct answer from a, b, c, or d.

1. A place may become a site of memory when people ....

a. protect it mainly because of its unusual architectural and artistic qualities
b. rebuild it completely so that it appears exactly as it once did
c. transform it into a modern museum containing valuable historical objects
d. associate it with meaningful events, experiences, or individuals from the past

2. According to the text, preserving a historical site may not be enough because ....

a. visitors may need information and context to understand its significance

b. old buildings usually lose their historical value after many years

c. most visitors prefer interactive technology to original historical locations

d. historical sites can only communicate meaning when objects are displayed there

3. The word "**interpretation**" in paragraph 2 is closest in meaning to ....

a. protecting an old place from physical damage

b. explaining and understanding the meaning of something

c. rebuilding a place exactly as it was

d. collecting objects from different historical periods

4. The writer mainly aims to ....

a. explain how historical places and museums preserve and interpret collective memory

b. argue that digital technology should replace traditional museum exhibitions entirely

c. persuade governments to turn every important historical building into a museum

d. demonstrate that personal stories are more reliable than official historical records

B. Find evidence from the text:

5. Find a sentence from paragraph 3 that shows museums can present history from different perspectives.

....

C. Answer the following questions.

6. To what extent do museums successfully balance the need to present multiple perspectives with the responsibility of telling an accurate historical story? Justify your position with evidence from the text.

....

7. Why does the writer believe that museums have a responsibility when telling historical stories? Use evidence to support your analysis.

....

8. How does the writer connect the role of museums to the idea of preserving historical memory? Use evidence from the text.

....

4 **Read the information, then decide whether the statement is True or False. Justify your answer.**

1. Historical sites can preserve shared memories and connect people with the achievements and values of earlier generations.

- Sites of memory can help communities understand their identity and heritage.

True	
False	
Justification	

2. Museums cannot display every object from the past. Curators choose, organize and explain particular artifacts to create a clear historical narrative.

- Museums present every surviving artefact without making any choices.

True	
False	
Justification	

3. A chronological display arranges objects according to the order in which historical events or periods occurred.

- A chronological display presents objects in a random order.

True	
False	
Justification	

4. Food is often wasted because people buy more than they need, store it badly or misunderstand date labels.

- Poor planning and storage can increase food waste.

True	
False	
Justification	

5 Read the personal profile, then answer the questions.

At the Grand Egyptian Museum in Giza, I joined a small-group tour featuring objects used in everyday ancient life. Although the gallery was crowded, our guide gave each visitor time to examine the tools and jewellery closely. I was surprised by how familiar some objects seemed, especially a wooden comb and a bread mould. The visit made history feel less distant and helped me imagine people's routines long ago.

1. Identify two objects that made an impression on the writer.

....

....

....

2. How did the guide help the writer gain a better understanding of the objects despite the crowded gallery? Use evidence from the profile.

....

....

....

6 Complete the sentences using the correct form of the word in brackets.

1. Museums play an important role in the .... **(preserve)** of national heritage.
2. Visitors should examine the .... **(accurate)** of online historical claims before sharing them.
3. The new signs have made the exhibition more .... **(access)** to international visitors.

7 Complete the following text with the appropriate structure.

Recently, food waste (1) .... **(become)** a major concern in many countries. Researchers (2) .... **(already/show)** that families often buy more food than they use. Some schools (3) .... **(start)** food-awareness campaigns, and several supermarkets (4) .... **(introduce)** donation programs. However, many businesses (5) .... **(not/change)** their practices yet.

8 Find the word or phrase in the text that could meaningfully replace the words below.

Every year, thousands of visitors arrive at the museum eager to explore its remarkable collection of ancient relics and treasures. The keeper of the collection makes careful decisions about which objects to display and how to arrange them. Time-ordered displays help visitors trace the rise and fall of successive ruling families. Captions appear in many languages so the experience is welcoming and easy to use for everyone. Thanks to years of careful safeguarding, these national treasures will survive for future generations.

1. artifacts	→ ....
2. curator	→ ....
3. dynasties	→ ....
4. conservation	→ ....
5. accessible	→ ....
6. chronological	→ ....

Writing Task

9 Write an essay of about 150–180 words on ONE of the following topics.

1. Can viral history be trusted?
2. Protecting a site of memory
3. Reducing food waste at school

Concept 5 Sharing the Planet

RECYCLE
REC

UNIT
5
The Greenhouse Effect

Unit Overview

This unit explores the concept of responsibility in relation to one of the most urgent issues of our time: the climate crisis. You will examine the causes and consequences of climate change, investigate renewable energy solutions, explore how young people are taking environmental action, and study real green initiatives taking place in Egypt.

Through reading, discussion, inquiry, and writing tasks, you will develop the ability to analyze arguments critically, evaluate sources, construct JRE paragraphs, and communicate your ideas about environmental responsibility with clarity and confidence.

You will be able to :

Reading: analyze informational texts and articles to identify the causes, effects and evidence of climate change, evaluate arguments, and understand specific environmental initiatives and youth activism.

Listening: comprehend expert podcasts and extract key information, including main ideas, specific details, and the speaker's perspective on renewable energy and the energy transition.

Speaking: articulate and defend your opinion in discussions and debates on environmental issues, using claims supported by reasons and evidence and employing reported speech to present the viewpoints of others.

Writing: construct well-structured argumentative paragraphs and informational leaflets, using cause-and-effect structures, modal verbs, and adverbials of degree and frequency to present persuasive arguments and factual information clearly.

Content Objectives	Language Objectives
You will:	**You will:**
• identify the main idea and supporting details in extended environmental texts.	• use cause-and-effect structures (leads to, as a result, because of).
• analyze cause-and-effect relationships and evaluate arguments.	• write structured argumentative paragraphs with clear claims and evidence.
• evaluate renewable energy solutions and sustainability strategies.	• write informational leaflets with headlines and calls to action.
• construct structured (JRE) arguments about environmental issues.	• use adverbials of degree and frequency to add precision and emphasis.

Inquiry Question ?

- **How do human activities contribute to climate change, and what can we do to reduce their impact?**

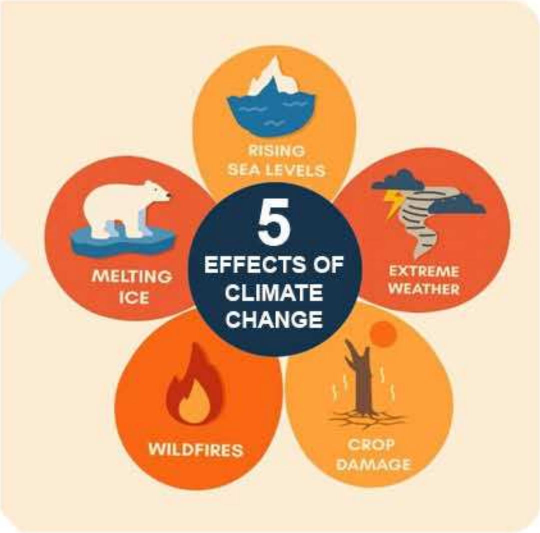
- **Look and answer:**
Study the diagram, then answer the questions.

Explain

- Which effect of climate change do you think has the greatest impact on people's lives? Why?

Analyze

- How might one effect of climate change lead to another? Give an example.


RISING SEA LEVELS
EXTREME WEATHER
CROP DAMAGE
WILDFIRES
MELTING ICE
5 EFFECTS OF CLIMATE CHANGE

- **Look and discuss the question.**

What does taking responsibility for our planet mean to you?

Consider:

- How can individuals help protect the environment?
- What actions can schools and communities take?
- Why is it important to act now rather than later?

SECTION A : Climate Change

5.1

The Climate Crisis

Can our planet withstand the rapid pace of climate change ?

Our planet's climate is changing faster than at any point in recorded history. In this lesson, you will explore the science behind the climate crisis, examine its wide-ranging effects on people and ecosystems, and consider what urgent action looks like.

Inquiry Question:

- What are the main causes and effects of climate change ?

Discussion in pairs:

Explain

- How does the greenhouse effect warm the Earth?

Analyze

- How are melting ice, extreme weather, and crop damage connected to each other?

Evaluate

- Do you agree that humans are the main cause of climate change ? Why or why not?

A. Mass Media *

The Climate Crisis: Understanding Our Burning Planet

by Dr. Amara Osei

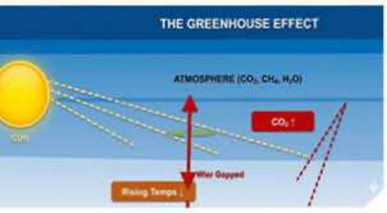
* *"Synthesized and adapted by the (IPCC) Sixth Assessment Report, global biodiversity-loss indicators, and on mass bleaching in the Great Barrier Reef."*

- **Read the first paragraph carefully. Guess the meaning of the words in bold.**

The Earth's climate is changing at a **never-before-seen** rate. Scientists around the world agree that human activity is **the primary driver** of what we now call the **climate crisis**. Since the Industrial Revolution, the burning of fossil fuels - coal, oil, and natural gas - has **released** billions of tons of carbon dioxide (CO_2) into the atmosphere. As a **consequence**, these emissions create what is known as the "Greenhouse Effect", which traps heat and raises global temperatures.

- **Read paragraphs 2-6 and write the correct heading for each paragraph.**

Biodiversity loss	Food security threats	Melting ice & rising seas	Extreme weather events	The urgency of action



The greenhouse effect: solar radiation enters the atmosphere, heat is trapped by CO_2 and other gases, raising global temperatures.

JRE

(Justify - Reason - Evidence)

- To what extent do you agree that humans are mainly responsible for climate change?

Support your answer with reasons and evidence from the text.

JRE

(Justify - Reason - Evidence)

- How do you think climate change is an urgent global crisis? Give reasons and evidence to support your claim.

2. ....

The effects are already being felt across the planet. In the Arctic, ice sheets are melting at an **alarming rate**. Glaciers that have existed for thousands of years are getting smaller. As a result of this rapid melting, sea levels are rising, threatening coastal communities and low-lying island nations. Scientists predict that without immediate action, sea levels could rise by up to one meter by 2100, making hundreds of millions of people homeless.

3. ....

Extreme weather events are becoming more frequent and more severe. Because of rising global temperatures, **hurricanes**, wildfires, droughts, and floods are occurring with greater **intensity**. In 2023 alone, wildfires damaged parts of Canada, Greece, and Australia. Record-breaking temperatures were recorded on every continent. Consequently, the human and economic cost of these disasters is shocking and continues to grow each year.

4. ....

Biodiversity is also under serious threat. Since habitats shift and temperatures change, countless species struggle to adapt. Coral reefs, often called the rain forests of the sea, are dying due to ocean warming and **acidification**. As a result, the Great Barrier Reef has experienced mass **bleaching** events repeatedly in recent years. Experts warn that human activity has led to the sixth mass extinction event in Earth's history.

5. ....

Agriculture and food security are at risk too. Due to changing rainfall patterns and extreme heat, crop production is being reduced in many parts of the world. As a result, regions that were once **fertile** are becoming increasingly dry. Meanwhile, other areas face disastrous floods that destroy harvests. Sadly, the poorest communities, who contribute the least to climate change, are often the hardest hit.

6. ....

The scientific **consensus** is clear. If global temperatures rise by more than 1.5°C above pre-industrial levels, the results could be disastrous and irreversible. The window for action is narrowing. Every **fraction** of a degree matters. The decisions we make today, individually and collectively, will determine the kind of planet we leave for future generations.

Comprehension Check

A **Choose the correct answer from a, b, c or d.**

1. The phrase "greenhouse effect" refers to:

a. plants growing in a greenhouse

b. the trapping of heat in the atmosphere

c. a reduction in air pollution

d. the cooling of the Earth's surface

2. According to the text, which group is most at risk from food insecurity?

a. Arctic communities b. The world's poorest communities

c. Island nations d. Coral reef ecosystems

B **State whether each statement is True (T), False (F) or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Human activity is a contributing factor to climate change.		
2. Sea levels are currently falling around the world.		
3. The poorest communities are also the biggest contributors to climate change.		

C **Answer the following questions.**

1. Explain

What specific event does the author use to illustrate the threat to biodiversity?

....

2. Explain

Which phrase in the text means "becoming dry and lacking water"?

....

3. **Analyze**

Which phrase in the final paragraph suggests the situation is very serious and time is running out?

4. **Analyze**

How do the consequences of unchecked climate change affect both people and the environment? Use examples from the text.

5. **Evaluate**

Do you think the writer provides enough evidence to convince readers that climate change requires urgent action? Why or why not? Support your answer with evidence from the text.

Cause-and-Effect Structure
Show the relationship between why something happens (cause) and what happens as a result (effect).

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. alarming rate	**a.** general agreement among a group of people
2. hurricanes	**b.** the process of becoming more acidic
3. intensity	**c.** able to produce many plants or crops
4. biodiversity	**d.** a small part or amount of something
5. acidification	**e.** the variety of plant and animal life
6. bleaching	**f.** the strength or degree of something
7. fertile	**g.** the process of losing color
8. consensus	**h.** very strong storms with powerful winds
9. fraction	**i.** a speed or level that causes worry because it is increasing quickly

- **Climate Change Around the World.**

Country	Climate Change Impact	What Egypt Can Learn
Maldives	Rising sea levels threaten the country's existence.	International advocacy

Australia	Extreme heat, wildfires, coral bleaching.	Disaster Preparedness
Netherlands	Sea level rise; innovative flood defenses.	Engineering solutions

- **Compare and Contrast:**

1. How does climate change affect Egypt differently from other countries?
2. What can Egypt learn from countries facing similar challenges?
3. In your opinion, what unique strengths does Egypt have in addressing climate change?

Writing in Action

Cause and effect structures			
Type	**Connector**	**Followed by**	**Example**
Cause	because of / due to / owing to	noun phrase	**Due to the heat**, crops failed.
	because / since / as	full clause	**Because the ice melts**, seas rise.
Effect	as a result / as a consequence	new sentence	**As a result**, sea levels rose.
	therefore / consequently	new sentence	**Therefore**, action is urgent.
	lead(s) to / result(s) in / cause(s)	noun phrase	This **leads to** rising temperatures.

Writing in Context

A **Fill in the blanks with the correct connector from the box:**

Because of – Owing to – Consequently – Since – leads to

1. .... the planet is warming, glaciers are melting faster than ever.

2. Extreme heat .... reducing crop yields in many parts of the world.

3. .... changing rainfall patterns, many fertile regions are becoming increasingly arid.

4. Habitats are shifting and temperatures are changing. ...., many species struggle to adapt.

5. .... human activity, we are entering the sixth mass extinction event in Earth's history.

An argumentative paragraph is a structured unit of writing that focuses on a single, debatable claim supported by evidence, reasoning, and analysis. Its primary purpose is to persuade the reader to accept a specific viewpoint or take a particular action.

B **Write three sentences about climate change using cause-and-effect structures.**

1. ....

2. ....

3. ....

Argumentative Paragraph

- **Structure of an argumentative paragraph.**

Part	What to write	Useful language
1. Topic Sentence	State your opinion clearly. This is the MAIN IDEA of the paragraph.	It is clear that... / I strongly believe... / There is no doubt that...
2. Supporting Sentences	Give 2–3 reasons or pieces of evidence to support your opinion.	First, ... / Furthermore,.../ In addition, .../ As a result, ... / Because of this, ...
3. Concession	Mention the opposite view, then refute it. This makes your argument stronger.	Although some people believe... / While it is true that... / However,...
4. Concluding Sentence	Restate your opinion in different words. Do NOT introduce a new idea.	In conclusion,... / To sum up, ... / Therefore, it is evident that ...

Writing Reflection

Writing Task

- **Write a structured argumentative paragraph of (150 - 180) words about an environmental issue of your choice. Your paragraph must:**

- Include a clear topic sentence (claim).
- Show a clear cause-and-effect relationship.
- Use at least TWO cause-and-effect structures from the grammar focus table.
- End with a concluding sentence that reinforces your argument.

....

....

....

....

....

....

....

....

Remember

1. Always start with a clear opinion in the **Topic Sentence**.

2. Use linking words to connect your ideas: **First / Furthermore / However / As a result / In conclusion**.

3. The Concluding Sentence must RESTATE the opinion — not copy it word for word.

4. One paragraph = ONE main idea only.

Writing Task Checklist

1. My first sentence states my opinion clearly and directly. ☐

2. I use a formal opener: It is clear that... / There is no doubt that ... ☐

3. I use cause and effect connectors: As a result, ... / Due to ... / Therefore, ... ☐

4. I mention the opposite view: Although .... / Some people believe ... ☐

5. I refute it: However, ... / Nevertheless, ... ☐

6. I use: In conclusion, ... / To sum up, ... / Therefore, it is clear that ... ☐

5.2

Renewable Energy — Powering a Sustainable Future

Renewable Energy Sources
CLEAN PLANET
A GREENER FUTURE STARTS WITH US

Can Nature Power the World?

From solar farms in the Egyptian desert to offshore wind turbines in the North Sea, renewable energy is transforming how the world powers itself. In this lesson, you will listen to an expert podcast, evaluate the evidence for the energy transition, and practice producing an informational leaflet.

Inquiry Question:

- **What other renewable energy solutions exist today?**

Renewable Energy Sources			
Solar Photovoltaic panels convert sunlight into electricity	**Wind** Turbines harness the kinetic energy of wind	**Hydro** Moving water drives turbines	**Geothermal** Earth's heat powers turbines
Cost drop	**Growing**	**Reliable**	**Non-stop**
Benban Solar Park — Egypt's flagship clean energy project	Offshore wind farms provide consistent clean power	Provides stable power regardless of weather	Consistent energy with very low carbon footprint

Discussion in pairs:

Study the image above and discuss with a partner:

Explain

- What form of renewable energy does each source represent?

Analyze

- What are the advantages of renewable energy over fossil fuels?
- Can you think of any disadvantages or challenges in transitioning to renewables?

Evaluate

- How would you know if renewable energy was working in your community?

Listening

Expert Podcast on the Energy Transition*

Powering a Sustainable Future

* *"Synthesized and adapted by the national curriculum development team from the International Renewable Energy Agency (IRENA) global market cost drop statistics, power grid intermittency solutions, and clean energy battery storage technologies, structured around modal verbs used for cautious evidence evaluation."*

Dr. Layla Hussain is talking to Marcus Green about the global renewable energy transition.

Listen to this extract from a podcast and answer the questions.

A **Listen and choose the correct answer from a, b, c, or d:**

1. According to Dr. Hussain, which renewable energy source is currently the fastest growing worldwide?

a. Hydroelectric energy
b. Wind energy
c. Solar energy
d. Geothermal energy

2. The cost of solar panels has fallen by approximately how much in the last decade?

a. 30 %
b. 50 %
c. 70 %
d. 90 %

3. The podcast focuses mainly on which aspect of the energy transition?

a. The barriers to adoption
b. The success stories and potential
c. Government policy failures
d. The environmental impact of turbines

4. Dr. Hussain stated that battery storage technology has become important because it ....

a. reduces the cost of wind turbines
b. solves the problem of intermittency
c. creates jobs in manufacturing
d. reduces carbon emissions directly

Listen

JRE

(Justify - Reason - Evidence)

To what extent do you agree that solar energy is currently the most important source of renewable energy? Give evidence for your claim.

Discuss & Reflect
YOUR MIND MATTERS

B **Listen again and identify the FOUR true statements below.**

1. Renewable energy is now cheaper than fossil fuels in many countries. ☐
2. All governments have committed to 100 % renewable energy by 2050. ☐
3. Wind and solar power together now provide a significant share of global electricity. ☐
4. The transition to renewables will create no new employment opportunities. ☐
5. Developing nations are increasingly leapfrogging fossil fuels for renewables. ☐
6. Battery technology remains a major obstacle to the energy transition. ☐
7. Green hydrogen is mentioned as a promising solution for heavy industry. ☐
8. Public investment alone is sufficient to drive the energy transition. ☐

JRE

(Justify - Reason - Evidence)

To what extent can students play specific roles – as researchers, auditors, or advocates – help transition schools toward a zero-carbon energy model? Give reasons and evidence for your answer.

C **Listen again and answer the following questions.**

1. Why is Dr. Hussain optimistic about the energy transition despite current challenges?

....

2. What specific example does she give of a country that has successfully transitioned to high levels of renewable energy?

....

3. What will the next part of the podcast discuss?

....

JRE

(Justify - Reason - Evidence)

To what extent does the transition to green energy systems effectively mitigate global environmental pollution?

- **Read and complete the Green Energy podcast using the words below.**

investment – economic – renewable – battery – fossil – intermittency – achievable

In this podcast, the host spoke to Dr. Layla Hussain about the global (1) .... energy transition. Dr. Hussain argued that the move away from (2) .... fuels is no longer just an environmental choice but an (3) .... one. She confirmed that the biggest challenge remains the (4) .... of renewable energy, but argued that advances in (5) .... storage are rapidly solving this problem. She concluded by saying that with the right (6) .... from governments and businesses, a fully renewable energy grid is (7) .... within our lifetime.

Speaking: Energy Debate Challenge

Work in pairs or small groups. Get ready to think, persuade others, and defend your ideas!

Round 1 : Power Ranking

"Which renewable energy source deserves the 1st spot?"

- Choose the renewable energy source you think is most effective today.
- Defend your choice with reasons and evidence from the podcast.
- Can you convince your group to agree with you?

Round 2 : Opportunity or Obstacle?

"Is the renewable energy transition a golden opportunity or a dangerous challenge?"

- Take a side and explain your opinion.
- Use examples from the podcast to back up your argument.
- Listen to your partner's view – do they agree or disagree?

Round 3 : Who's Responsible?

"Who should lead the energy revolution – governments or citizens"?

- **Discuss:**
  To what extent should governments be responsible for the energy transition?
- **Justify** your answer with strong reasons and real examples.
- **Challenge** your partner's ideas respectfully and offer counter-arguments.

Grammar Focus

- **Modal verbs to present facts carefully and evaluate evidence**

Modal Verb	Use / Function	Example (Energy Context)
can / could	Express possibility or potential	Solar energy **could power** entire cities by 2050.
should / ought to	Give recommendations or obligations	Households **should switch** to renewable energy sources.
may / might	Express uncertainty or hedge debatable claims	Battery storage technology **may solve** the problem of intermittency.
must	Express strong necessity or urgency	Governments **must invest** in clean energy infrastructure now.

Modals are special helping verbs that change the "flavor" of the main verb. They never change their form –no "*-s*, *-ed*, or *-ing*".
Modal verbs are self-sufficient. To make them negative, simply add "*not*" after them; to make them questions, simply move the modal before the subject of the sentence.

Grammar in Context

➘ **Complete with the correct modal verb:**

1. Wind farms .... **(ability/capacity)** generate enough electricity to power entire regions when supported by proper infrastructure.

2. Governments .... **(advice/recommendation)** invest more in renewable energy to reduce long-term environmental damage and protect future generations.

3. Experts believe that electric vehicles .... **(possibility)** become the global standard within a decade, although this is not certain.

4. In the future, battery storage technology .... **(possibility)** solve the problem of intermittency, but more research is still needed.

5. Schools .... **(advice/recommendation)** consider installing solar panels to reduce energy costs and promote sustainability.

Writing – Informational Leaflet

Key Features of a Well-Written Leaflet

Feature	Description / Example
Eye-catching headline	Grabs the reader's attention immediately — use a question or bold statement.
Subheadings	Organize content into clear, easy-to-navigate sections.
Bullet points	Present key information concisely and accessibly.
Call to action	Encourages the reader to do something specific: "Switch to solar today!"
Tone and register (friendly tone)	Matches the intended audience — friendly yet informative for young people.
Visuals	Images or diagrams support and enhance the written text.

An informational leaflet is a printed or digital document designed to provide concise, factual, and easy-to-read information about a specific topic, product, service, or organization.
Its primary purpose is to educate the reader, raise awareness, or explain a process in a way that is accessible and quick to digest.

Green Energy Guide

Why are you still paying for energy the sun gives for free?

Everything you need to know about switching to solar –
and why young people are leading the charge.

- ✓ Eye-catching headline
- ✓ Subheadings
- ✓ Bullet points
- ✓ Call to action
- ✓ Friendly tone
- ✓ Visuals

What is Solar Energy ?

- Solar panels capture sunlight and convert it into electricity for your home.
- Excess energy can be stored or sold back to the grid.

Why Should Young People Care ?

- Climate change is your generation's biggest challenge – solar can be a practical solution.
- Young people are already running solar-powered startups!

How Do You Get Started ?

- Talk to your parents or your school about installing rooftop solar panels.
- Start small: solar-powered chargers are a great first step.

Ready to make a difference ?
Search online or ask your teacher to arrange a solar workshop

Switch to Solar Today.

Writing Reflection

Use modal verbs in your leaflet to make recommendations and evaluate energy solutions with appropriate caution. Avoid stating everything as absolute fact.

....

....

....

SECTION B : Egypt's Green Change Makers

5.3

Greening Projects in Egypt

What is Egypt's plan to turn green?

Egypt is taking significant steps toward a greener future. In this lesson, you will read about real environmental initiatives across the country, evaluate their effectiveness, and consider what more can be done–by governments and by individuals.

Inquiry Question:

- How are green projects helping Egypt respond to environmental challenges?

Discussion in pairs:

Explain

- What green projects is Egypt currently working on to protect the environment?

Analyze

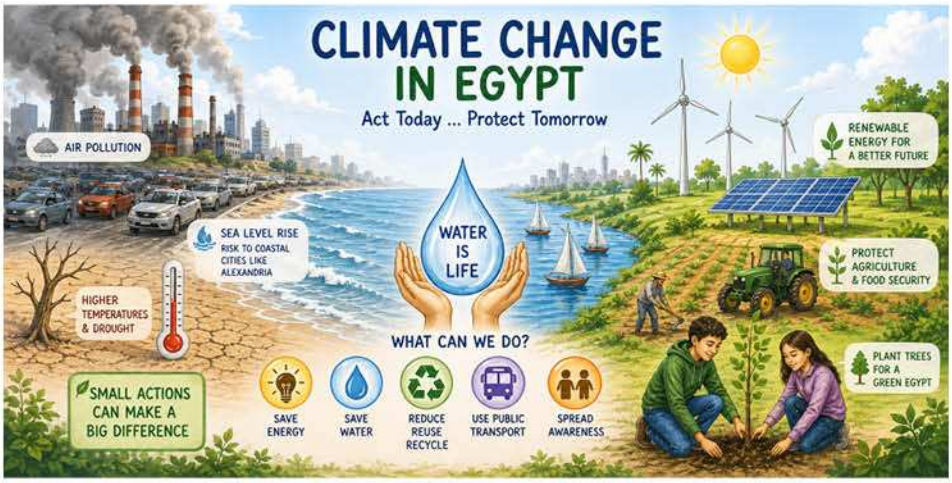
- How are government projects and individual actions connected in protecting Egypt's environment?

Evaluate

- Which is more important for Egypt's green future, government projects or individual actions?

Egypt's Journey Towards a Greener Future

Look at the picture. What environmental challenges does Egypt face? What actions do people take to help?


CLIMATE CHANGE IN EGYPT
Act Today ... Protect Tomorrow
AIR POLLUTION
SEA LEVEL RISE RISK TO COASTAL CITIES LIKE ALEXANDRIA
HIGHER TEMPERATURES & DROUGHT
WATER IS LIFE
SMALL ACTIONS CAN MAKE A BIG DIFFERENCE
WHAT CAN WE DO?
SAVE ENERGY
SAVE WATER
REDUCE REUSE RECYCLE
USE PUBLIC TRANSPORT
SPREAD AWARENESS
RENEWABLE ENERGY FOR A BETTER FUTURE
PROTECT AGRICULTURE & FOOD SECURITY
PLANT TREES FOR A GREEN EGYPT

Egypt's major green initiative: Benban Solar Park.

JRE

(Justify - Reason - Evidence)

To what extent does the Benban Solar Park help protect the environment ?

Listen

Listening

*Greening Projects in Egypt**

*"A national environmental case study custom-synthesized by the curriculum development team from official Ministry of Environment briefings on the Benban Solar Park infrastructure, national 'Go Green' initiative metrics, and municipal e-waste recycling frameworks, designed to embed target adverbials of degree and frequency."

A Listen to the podcast about green projects in Egypt, then choose the correct answer from a, b, c or d:

1. What is the purpose of the Benban Solar Park?
  a. To create jobs for local people
  b. To produce clean electricity and reduce pollution
  c. To attract tourists to the area
  d. To replace all fossil fuel plants in Egypt

2. What does the "Go Green Initiative" encourage people to do?
  a. Travel less
  b. Buy more products
  c. Reduce plastic use and recycle waste
  d. Build more factories

3. What does the Green Cities Program aim to do?
  a. Build more buildings in Cairo
  b. Make cities healthier and more sustainable
  c. Increase traffic in cities
  d. Reduce the number of schools

4. What is done about electronic waste in Egypt?
  a. It is being sent to other countries.
  b. New laws and programs help manage it safely.
  c. It is being burned to produce energy.
  d. Nothing is being done about it.

5. What does the speaker say is needed for Egypt's sustainability efforts to succeed?
  a. Only government action
  b. Only individual action
  c. Both government action and individual behavior change.
  d. International help only

B **Listen again and complete each sentence with the missing information.**

1. The Benban Solar Park produces clean electricity using ....
2. The “Go Green Initiative” aims to raise .... among citizens about protecting natural resources.
3. The Green Cities Program includes projects in Cairo such as waste recycling, clean .... , and energy efficiency in buildings.
4. New laws and programs help manage .... waste safely.
5. In Sharm El-Sheikh, hotels use .... energy.
6. Success depends not only on governments but also on .... who must change their daily habits.

C **Listen again. Write True (T) or False (F) and correct the false ones.**

1. The Benban Solar Park uses fossil fuels. ☐
2. The “Go Green Initiative” is led by the Ministry of Environment. ☐
3. Recycling projects are not supported by the government. ☐
4. Individuals do not have a role in protecting the environment. ☐

- **Match the following words with their meanings.**

Words	Meanings
1. awareness	**a.** the process of converting waste materials into new, reusable products
2. sustainability	**b.** a plan or program introduced to achieve a specific goal
3. initiative	**c.** gases released into the atmosphere, especially those causing pollution
4. recycling	**d.** the ability to perform a task with minimum waste of time and resources
5. emissions	**e.** the state of knowing about and understanding a particular issue
6. efficiency	**f.** the ability to meet present needs without harming future generations

Speaking

Debate Task:

Motion : (Government projects are more effective than individual actions in Egypt).

Team FOR (Government)	Team AGAINST (Individual Action)
The government has more resources.	Individuals create change from the ground up.
Large-scale projects like Benban make a big impact.	Every person can make changes.
Policy can create systematic change.	Individual actions add up.

You must:

- Present arguments with clear claims and supporting evidence
- Give examples from real projects in Egypt
- Respond to opposing ideas with respect and counter-evidence

Writing in Action

Use adverbials of degree and frequency to add precision and emphasis when writing about Egypt's environmental progress and challenges.

Adverbials of Degree and Frequency

Type	Examples	Function	In Context (Egypt)
Degree	significantly, greatly, largely, considerably, slightly	Show how much/to what extent	Egypt has **significantly** reduced its reliance on fossil fuels.
Frequency	consistently, regularly, rarely, frequently	Show how often something happens	Egypt is **increasingly** investing in clean energy solutions.

Certainty /Stance	clearly, undoubtedly, arguably, currently, generally	Express the writer's point of view or attitude	**Clearly**, individual action alone is not enough to solve the crisis.

Writing Reflection

Writing Task

- **Write an argumentative paragraph of (150 - 180) words about Egypt's Green Future. Use degree adverbials to strengthen your claims and frequency adverbials to describe how environmental efforts are progressing.**

Argumentative Paragraph Checklist

The paragraph includes:

1. At least 2 examples of real green projects in Egypt ☐

2. Your own suggestions for further improvement ☐

3. At least one cause-and-effect structure ☐

4. A clear concluding sentence ☐

5. At least two adverbials of degree ☐

6. At least two adverbials of frequency ☐

5.4

Individual and Collective Actions

How can we make change?

From viral speeches to ocean cleanup projects, young people around the world are refusing to wait for adults to solve the climate crisis. In this lesson, you will read about youth action, analyze arguments and evidence, and plan your own Eco-Leaders program.

Inquiry Question:

- **How are young people leading the fight to save the planet?**

Discussion in groups of four:

Explain

- How are young people around the world taking action to protect the environment?

Analyze

- Why are young people becoming more active in the fight against climate change?

Evaluate

- Do you think young people can make a real difference in solving the climate crisis? Why or why not?

- **Read the Young Eco-Leaders Summit program overview below and imagine you could organize a similar event at your own school. What would you add or change?**

<table>
<tr><th colspan="4">Young Eco-Leaders Summit — Saturday 22 April — Earth Day — 9:00am to 5:00pm</th></tr>
<tr><td>Climate Science</td><td>Sustainable Cities</td><td>Eco-Activism</td><td>Green Technology</td></tr>
<tr><td>Debate & Advocacy</td><td>Community Projects</td><td>Media & Campaigns</td><td>Innovation Hub</td></tr>
</table>

JRE

(Justify - Reason - Evidence)

1. To what extent should young people lead environmental change in their communities?
2. Do you agree that taking small actions is more effective than waiting for large-scale change? Give evidence to support your claim.

- **Read and annotate the text "*Young Egyptians Taking Action for Our Planet*". As you read, note:**
  - **(a)** examples of young Egyptians taking action for the environment.
  - **(b)** evidence or facts mentioned.
  - **(c)** challenges or problems addressed.

Young Egyptians Taking Action for Our Planet *

* *"An original pedagogical text custom-authored by the curriculum development team to highlight local grassroots youth activism and engineering innovations, engineered specifically to serve as a baseline model for reporting verbs and reported speech transformations."*

Last spring, the *Egyptian Youth Environment Network* held its annual conference in Cairo. The conference coordinator, Ms. Hana Karim, opened the event by saying that she had never seen so much **determination** from young Egyptians in all her years of environmental work. She added that the solutions to Egypt's environmental challenges were already being developed by students and young **innovators** across the country.

One inspiring story came from Omar Taha, an engineering student from Cairo University. He told the audience that his team had designed a low-cost solar water heater that could be installed on ordinary rooftops. He explained that the device could reduce a family's electricity bill by up to forty percent. When a journalist asked him whether the technology was **affordable** for lower-income families, Omar replied that the total cost of materials was less than three thousand Egyptian pounds.

Another **memorable** moment came from Farida Mustafa, a sixteen-year-old from Luxor. She said that she had started a Nile clean-up campaign with just five friends and that it had grown to over two hundred volunteers within a year. She warned that the river was changing **rapidly** and that their generation had a responsibility to protect it. She encouraged everyone to take action, however small, in their local community.

As the conference closed, Ms. Karim reminded the delegates that Egypt was **specially positioned** to lead environmental **innovation** in Africa. She told the young **participants** that the decisions their generation made in the coming years would shape the future of the country and the planet.

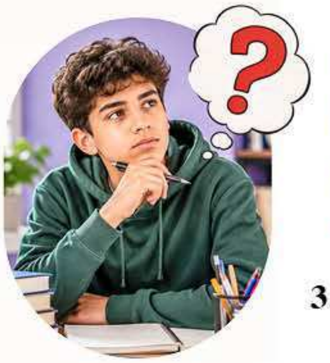
Comprehension Check

A **Choose the correct answer from a, b, c or d.**

1. Find a word in paragraph **1** which is similar in meaning to "a strong will to finish a task".

a. communication b. innovation

c. determination d. participation



2. Which detail shows that Omar's idea is affordable for many families?

a. It was presented at a conference.

b. It uses solar energy.

c. It can reduce electricity bills.

d. The materials cost less than 3000 Egyptian pounds.

3. Which of the following does the article suggest young Egyptian activists are NOT doing?

a. Using innovation and technology

b. Organizing community campaigns

c. Ignoring environmental problems

d. Working with community volunteers

B **Find the word(s) or phrase(s) in the text that could meaningfully replace the words below.**

1. persistence **(paragraph 1)** → ……………………………

2. inexpensive **(paragraph 2)** → ……………………………

3. unforgettable **(paragraph 3)** → ……………………………

4. very well-placed **(paragraph 4)** → ……………………………

5. representative **(paragraph 4)** → ……………………………

C Answer the following questions.

1. Explain
What specific example of youth innovation does the text provide involving clean energy for Egyptian homes?

....

2. Explain
What message did Farida give to other young people?

....

3. Analyze
What challenge does Farida Mustafa warn about, and what evidence does she give that young people can make a difference?

....

4. Evaluate
Do you think Omar's project can make a real difference in Egypt? Justify your answer.

....

5. Evaluate
To what extent are young people responsible for environmental protection?

....

Speaking

Work in pairs. One student is a journalist. The other reports what people said.

Example:

- What did Omar say about his project?

  - *"Omar explained that his team had designed a low-cost solar water heater and that it could reduce electricity bills."*

1. What did Farida warn about?

....

2. What did Ms. Karim believe?

....

Presentation

Presentation Task

In groups, plan your own Eco-Leaders Program

Your school has the opportunity to develop a two-day residential workshop to build environmental skills. You are in a planning committee meeting.

SPEAK
SHARE
INSPIRE
Your ideas matter!
After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevant ideas and examples.
I use appropriate vocabulary.
speak in full sentences.
I give reasons for my opinions.

- **Instructions:**
  - Each person presents their ideas for the workshop program
  - Discuss as a group and agree on a final two-day plan
  - Present your group's program to the class using: ***(claim + reason + evidence).***

- **Useful Language:**

"I think we should include…"

"In my opinion, the most important skill is…"

"I agree / disagree because…"

"What if we started with…?"

5.5 Assessment

Summative

Writing Task

- **Write an argumentative paragraph of (150-180) words:**

Choose ONE of the following questions:

A. What does it mean to take responsibility for the environment in today's world?

B. How do cultural and economic differences shape our responses to environmental problems?

Build Your Ideas

- The issue of .... is highly debated today.
- Firstly, I believe that ....
  This is because ....
  For example, ...
- However, some people claim that ....
  They argue that ....
  Although this may be true, I believe that .... because ....
  For instance, ...
  This shows that ....
- In conclusion, I strongly believe that .... because ....
  While other views exist, ... remains more convincing.
  If .... , then ....

Reflection Questions :

1. What is the most important thing you learned about climate change in this unit? Why did it surprise or interest you? Think about the article, the podcast, or the reading text from lessons 5.1 - 5.4.

2. Which skill did you find most challenging in this unit - reading, writing, grammar, or speaking? What made it difficult, and what will you do to improve it?

3. Do you think individual or collective actions are more effective in addressing the climate crisis? Use at least one cause-and-effect structure in your answer.
Use: because of / as a result / therefore / leads to.

4. What is one action you personally commit to taking after studying this unit to help the environment ? Construct a JRE response: Justify - Reason - Evidence.

Self-Assessment

Rate yourself for each skill.

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read a climate article for gist, identify key details, and support my answers with evidence from the text.			
Vocabulary	understand and use: greenhouse effect, fossil fuels, carbon emissions, biodiversity, climate crisis.			
	understand and use: renewable, solar, wind, geothermal, intermittency, sustainability, emissions.			
Language	use cause-and-effect structures: because of / owing to / since / therefore / leads to / as a result.			
Grammar	use modal verbs (could, should, may, must) to present facts carefully and make recommendations.			
Listening	listen to a podcast about energy transition.			
Speaking	a debate about energy consumption.			
Writing	write a structured argumentative paragraph (150 - 180) words with a clear claim, cause-and-effect reasoning, and supporting evidence.			
JRE	construct a JRE argument: state a clear claim, give a reason, cite evidence from the text, and explain how it supports my claim.			

One skill I want to work on:

One thing I am proud of in this unit:

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

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MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

ENGLISH

EGYPTIAN BACCALAUREATE

2nd Year

Part 2

11

COMMUNICATION
IDEAS
LANGUAGE
FUTURE
SUCCESS
CONNECTION
LEARN
EXPLORE
GLOBAL

English

Egyptian Baccalaureate

2nd Year

Advised by
INTERNATIONAL
BACCALAUREATE®

The International Baccalaureate™
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New Administrative Capital

Cairo, Egypt

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Schools shape who we are
Belonging
AND
Well-being
We connect. We support.
We grow together.
Mentors and friends guide us
Our stories matter online
Small actions, big impact

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Concept 6 A World for All

UNIT

6

The Space We Share

Unit Overview

This unit explores the concept of Sharing the Planet by examining the rights and responsibilities that come with living alongside other people and species, as well as finite natural resources. You will study how migratory wildlife depends on cross-border cooperation, how competing human needs create genuine conflict over rivers and land, how individuals can advocate for those who cannot speak for themselves, and how small local actions connect to much greater global efforts.

Through four integrated lessons, you will build your language proficiency across the four key skills.

You will be able to

Reading: analyze narratives and articles to identify how people and species share limited resources.

Listening: listen to a media report about local environmental action and distinguish stated from unstated information.

Speaking: present an example of shared responsibility, expressing a clear opinion and recognizing an opposing viewpoint.

Writing: write formal and persuasive emails that weigh different perspectives using concession language and supporting evidence.

Content Objectives	Language Objectives
You will:	**You will:**
• identify how species and people depend on shared, finite resources. • analyze how competing human needs create genuine conflict. • evaluate how individuals can advocate for those who cannot speak for themselves. • examine how local environmental actions connect to global impact. • construct structured arguments using the JRE [Justify – Reason – Evidence] framework.	• use reported speech to report what people said or claimed. • write a formal email making a clear, polite request. • write a persuasive email presenting a call to action.

Inquiry Question ?

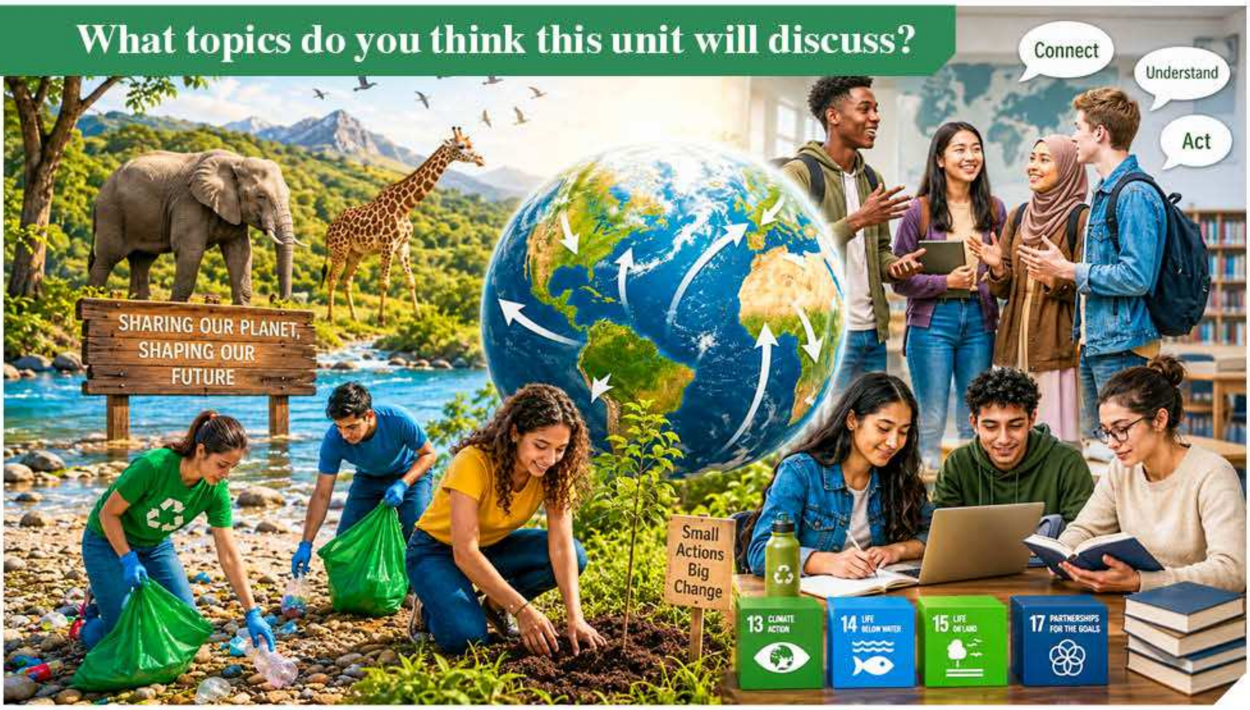
- **What responsibilities come with sharing a planet of limited resources with other people and other living things?**

Resource	Who depends on it ?	Example tension
A wetland	migratory birds, fishing communities, developers	conservation vs. housing or farmland
A river	farmers, fishermen, cities, dams, ecosystems	upstream use vs. downstream supply
A coastline	marine life, tourism, fishermen, residents	fishing methods vs. species protection
Clean air	every living thing in a region, industry, transport	economic growth vs. air quality

Analyze	Explain	Evaluate
How do you think local decisions about a shared resource can end up affecting people or species far away?	Why might two groups who both have a fair claim to a resource still end up in serious conflict?	Which shared resource do you think creates the most difficult conflicts to resolve? Explain your reasoning.

- **Look at the picture and discuss with a partner.**

What topics do you think this unit will discuss?


Connect
Understand
Act
SHARING OUR PLANET, SHAPING OUR FUTURE
Small Actions Big Change
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
17 PARTNERSHIPS FOR THE GOALS

SECTION A: Global Responsibility

6.1

A World We Borrow

Nobody owns a migrating bird

When communities and ecosystems share finite resources, conflicting interests make absolute control impossible – sustainable outcomes require negotiated governance built on shared evidence and mutual recognition of legitimate needs.

Inquiry Question:

- **Name a bird that migrates to the shores of Egypt.**

Discussion in groups of four:

- Can you think of an animal, a plant, or a resource that crosses borders without anyone's permission?
- What problems might this create for the countries involved?

Analyze

- Why might funding for wetland conservation be 'the first thing cut when budgets tighten'?

Evaluate

- Who should be responsible for protecting a species that no single country can claim?

A World We Borrow *

* *"An original pedagogical reading text custom-authored by the national curriculum development team; scientific evidence and conservation perspective synthesized from international wildlife conservation reports."*

Every fall, several billion birds leave their breeding grounds in northern Europe and Asia. They travel south without passports or awareness of the borders they cross. Many of them fly directly over Egypt. Their route is so reliable that birdwatchers can predict, almost to the week, when the sky above certain wetlands will fill with birds.

The journey is staggering by any measure. A single Eurasian curlew may cover several thousand kilometers in just a few weeks. It depends on a chain of wetlands, river deltas, and coastal marshes, and each one belongs to a different country, with its own laws and priorities. If a single link in that chain disappears because a wetland is drained for agriculture, built over for housing, or simply left too polluted to support the insects and fish that migratory birds depend on – the consequences are felt not by the country that made the decision, but by ecosystems thousands of kilometers away that never had any say in the matter.

JRE

(Justify - Reason - Evidence)

1. Do you think individual countries should be legally responsible for protecting species that spend only a fraction of their life cycle within that country's border? Why? Support your answer with evidence.
2. Compare the long-term economic and environmental impacts of developing a wetland versus conserving it for ecotourism. How should we balance these priorities? Justify your answer.

JRE

(Justify - Reason - Evidence)

Consider both views below. Which position do you find more convincing? Use JRE framework to define your answer.

1. Wetlands should be preserved because ecotourism built around birdwatching can provide real, ongoing income.
2. The same wetlands sit on valuable, flat, well-irrigated land that communities may urgently need for development.

Conservationists describe this as one of the clearest examples of what it means, practically rather than poetically, to share a planet. No single country can protect a migratory species alone; a wetland perfectly preserved in one country doesn't really help a bird that starves during a stopover in another. International agreements now attempt to coordinate this kind of protection, though enforcement varies enormously, and funding for wetland conservation is frequently the first thing cut when budgets tighten.

For local communities living beside these wetlands, the birds bring both value and tension. Ecotourism built around birdwatching can provide real income, yet the same wetlands are often wanted for development precisely because they sit on valuable, flat, well-irrigated land. Balancing these competing pressures rarely has an easy answer; it requires constant negotiation between people who will never meet the species they are arguing about, and who often disagree profoundly about what protecting it should actually cost them.

Comprehension Check

A **Answer the following questions.**

Analyze

- According to the text, why can no single government protect a migratory species alone?

....

Explain

- What are the two major challenges facing international agreements when attempting to protect migratory species ?

....

- Why do wetlands create both value and tension for local communities?

....

Evaluate

- Do you think international agreements are an effective way to protect species that cross many borders? Justify your view.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Migratory birds can travel several thousand kilometers relying on a chain of wetlands.		
2. Every wetland along a migration route belongs to the same country.		
3. Funding for wetland conservation is described as stable and rarely cut.		
4. Ecotourism built around birdwatching can provide real income for local communities.		
5. The article names the countries that have signed the international conservation agreements.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. staggering	**a.** become more limited, especially because less money is available
2. stopover	**b.** people who work to protect nature and wildlife
3. tighten	**c.** extremely impressive or surprising in scale
4. enforcement	**d.** making sure people follow rules or laws
5. curlew	**e.** having had the water removed from it
6. drained	**f.** a short rest or stop during a long journey
7. conservationists	**g.** a large bird with a long, curved beak

Practice (Identify - Analyze)

➔ Write **FOUR** sentences using words from the text to describe a natural resource shared by different countries, communities, or species. Then choose one sentence and explain why sharing it fairly can be challenging.

....

....

....

Grammar Focus

- **Reported Speech**

When we tell someone what another person said, we usually do not repeat their exact words. Instead, we report the idea using reported speech. This is especially useful for reporting the opinion of conservationists.

A reported sentence usually begins with a reporting verb such as "*said*, *told*, *explained*, *added*, *replied*, or *claimed*" followed by (that) and a clause. The word "that" is optional and is often dropped in spoken English.

- **Subject + said (that) + clause**

  The farmer said (that) he needed more land.

- **Subject + told + person + (that) + clause**

  The farmer told the officer (that) he needed more land.

  Note the difference: *say* is not followed directly by a person (say to somebody), while *tell* must be followed by a person (tell somebody)

- **Changing the Tense**

When the reporting verb is in the past (said, told, explained ...), the verb in the reported clause usually moves "one step back" into the past. This is called backshift.

- **Note :** Remember to change pronouns and time/place expressions when needed (e.g. "today" → "that day").

- **Changing Pronouns and Possessives**

Because we are now speaking about the person, not as the person, pronouns and possessive adjectives usually change to match the point of view of the reporter.

- When we report a question, we change the word order of the question to statement order.
- We make changes to the tenses and other words for reported statements.

- For "Yes/No" questions, we use "*if*" or "*whether*" to report the question.

Direct speech		Reported speech
"Fishing is our livelihood," the fisherman said.	→	The fisherman said (that) fishing **was** their livelihood.
"We will lose our income," the farmers said.	→	The farmers said (that) they **would lose** their income.
"We can protect the wetland," the conservationist said.	→	The conservationist said (that) they **could protect** the wetland.
"Are you happy to have a pet?" my friend asked.	→	My friend asked **if I was** happy to have a pet.
"What's your favorite hobby?" Nada said to Dina.	→	Nada asked Dina **what her favorite hobby was**.

Direct Speech	Reported Speech
"I protect this wetland," she said.	She said (that) **she** protected that wetland.
"We depend on this land," the farmers said.	The farmers said (that) **they** depended on that land.
"My livelihood is at risk," he said.	He said (that) **his** livelihood was at risk.

- **Why We Change Time and Place Expressions**

When the moment of reporting is different from the moment of speaking, time and place words usually shift as well, because "now" for the original speaker may not be "now" at the time reporting.

Direct Speech	Reported Speech
now	then/at that time
today	that day
tomorrow	the next day / the following day
yesterday	the day before / the previous day
this wetland / this reserve	that wetland / that reserve
here	there

- **When NOT to Backshift**

The tense does not need to change when the situation reported is still true, is a general fact, or is a scientific/permanent truth – because backshifting could wrongly suggest the situation has ended.

- The conservationist said that migratory birds depend on wetlands. (still true – a general fact, so no backshift is required)

Grammar in Context

A. Fill in the gaps with the correct reported form of the verb in brackets.

Migratory birds face many dangers during their long journeys, so conservationists said that they (1)........................ **(need)** protection in every country they visited. They explained that some wetlands (2)........................ **(be)** destroyed while the birds were traveling. Experts warned that conservation funding (3)........................ **(decrease)** if national budgets became tighter. Finally, they predicted that protecting migratory birds (4)........................ **(require)** greater international cooperation in the future.

B. Which sentence is grammatically correct?

Circle the correct answer from a, b, c or d:

1. a. The farmer said that fishing were their livelihood.
   b. The farmer said that fishing was their livelihood.
   c. The farmer said that fishing is their livelihood.
   d. The farmer said that fishing being their livelihood.

2. a. Grace said that elephants destroys her crops every year.
   b. Grace said that elephants destroying her crops every year.
   c. Grace said that elephants destroyed her crops every year.
   d. Grace said that elephants had destroys her crops every year.

3. a. She asked where was I going.
   b. She asked where I was going.
   c. She said where I am going.
   d. She asked where did I go.

4. a. Ali asked if had I finished my homework.
   b. Ali asked if did I finish my homework.
   c. Ali asked if I have finished my homework.
   d. Ali asked if I had finished my homework.

5. a. The conservationist said that they would coordinate protection efforts.
   b. The conservationist said that they will coordinate protection efforts.
   c. The conservationist said that they coordinate protection efforts.
   d. The conservationist said that they are coordinating protection efforts.

6. a. Researchers said that farms and reserves can managed together.
   b. Researchers said that farms and reserves could managed together.
   c. Researchers said that farms and reserves could be managed together.
   d. Researchers said that farms and reserves can be management together.

7. a. Nour said that she is trying to fill the gap left by turtles.
   b. Nour said that she trying to fill the gap left by turtles.
   c. Nour said that she has trying to fill the gap left by turtles.
   d. Nour said that she was trying to fill the gap left by turtles.

8. a. Zeina asked Mariam how old she was.
   b. Zeina asked Mariam how old are you?
   c. Zeina asked Mariam how old you are.
   d. Zeina asked Mariam how old she is.

Speaking

Role-play: The Wetland Meeting

In groups of four, hold a short meeting to decide the future of a wetland that migratory birds depend on. Each student takes one role below and argues for their priority, using at least one reported speech sentence.

Role	Priority
Conservationist	wants the wetland fully protected for migratory birds

Local developer	wants to build housing on part of the flat, well-irrigated land
Fishing community member	depends on the wetland's fish and clean water for daily income

Useful Expressions

- From my perspective, ...
- If we protect this land, then...
- I understand your concern, but...
- A fair compromise might be...
- After the role-play, agree as a group on ONE final decision and be ready to explain your reasons to the class.

Presentation

- As a guest speaker for your school's "Environment Week", prepare a 2–3-minute presentation for classmates and their families to help them understand a resource that is shared across borders or among species.

Your presentation must include

Describe

- Name the resource and where it is located.

Explain

- Show who / what depends on it and why no single group owns it.

Analyze

- What happens when one part of the system or chain is disrupted?

Evaluate

- What does your example concede or acknowledge about the genuine needs of local communities?

Build your ideas

- This resource is shared by / among...
- If it disappears, then...
- This situation represents...
- One important tension is...
- In my opinion, this example shows...
- Although some people believe..., I think...

6.2

When Needs Compete

Sharing land that both people and wildlife need

A shared landscape connects everyone who depends on it, whether they will ever meet. A decision made to protect one side can quietly threaten the survival of the other.

Inquiry Question:

- **Why is it often impossible to say that one side is simply 'right' and another is simply 'wrong' when human needs and wildlife needs compete over the same land?**

Discussion in groups of four:

Explain

- Can you think of a local example where people and animals or groups of people need the same limited land or resources?

Evaluate

- Should the needs of an endangered species outweigh the livelihood of a single family, even when that family did nothing to cause the shortage?

Listening

A Farmer's Uneasy Neighbors*

* *"Developed by the national curriculum team and informed by international research on human-wildlife coexistence profile series."*

A **Listen, then answer the following questions.**

Analyze

- According to the audio, how have growing farms and changing weather patterns increased conflict between elephants and farmers like Grace?

....

JRE

(Justify - Reason - Evidence)

Consider both views below. Which position do you find more convincing? Use the JRE framework to define your answer.

1. One view: Conservationists must protect the elephants – one of the endangered species under pressure from poaching and habitat loss.
2. The other view: Grace's farm is her family's only income, and elephant visits can destroy it in a single night.

Listen

JRE

(Justify - Reason - Evidence)

How does the speaker show that the conflict between farmers and elephants cannot simply be blamed on one group? Justify with evidence from the audio.

Explain

- What does the speaker mean by saying 'the tension here is not really between people who care about wildlife and those who do not'?

- Why do conservationists managing the reserve face a difficult challenge, according to the audio?

Evaluate

- Do you agree that farms and reserves should be treated as one interconnected landscape rather than as separate areas with competing interests? Justify your view.

B **Listen again, then state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Grace has farmed her land for over twenty years.		
2. Elephants' visits to Grace's farm have become less frequent in recent years.		
3. Grace blames the elephants entirely for the damage to her crops.		
4. A growing population has narrowed the elephants' traditional migration routes.		
5. Wildlife researchers suggest farms and reserves should be managed as completely separate areas.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you heard it.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. prolonged	**a.** stepped heavily on something or someone causing damage or injury
2. trampled	**b.** a route or strip of land that allows animals to move safely between habitats.
3. poaching	**c.** continuing for a long time; extended
4. corridor	**d.** plants growing in a particular area
5. uninvited	**e.** illegal hunting or capturing of wild animals
6. legitimate	**f.** allowed by law
7. vegetation	**g.** arriving without being asked or wanted

Speaking

Debate: Farms vs. Wildlife Corridors

In pairs, prepare a short, structured debate:

Partner A	Partner B
argues that farmers should have the right to protect their crops using any effective method, even if it disturbs local wildlife.	argues that wildlife corridors and reserves must be protected, even if this limits how farmland can expand or be defended.

Debate structure:

1. Each partner makes an opening statement (30 seconds).
2. Each partner responds directly to one point the other made.
3. Together, agree on ONE rule that could apply fairly to both sides.

Useful phrases:

- Farmers must / should be allowed to...
- However, wildlife reserves shouldn't have to...
- A fair rule would be that both sides...

Writing in Action

Writing a Formal Email

A formal email makes a clear, polite request to someone you do not know personally, such as an official, an organization, or a local authority. It should be well organized, respectful in tone, and specific about what you are asking for.

Section	Purpose / Useful Phrases
Subject line	Clear and specific, e.g. 'Request for Support: School Wetland Awareness Day'
Greeting	'Dear Mr./Ms. [Name],' / 'Dear Sir or Madam,'
Opening	'I am writing to...' / 'I am writing on behalf of...'
Making a request	'I would be grateful if...' / 'Would it be possible to...?'
Giving reasons	'This is important because...' / 'As a result ...'
Closing	'I look forward to hearing from you.' / 'Please let me know if you require further information.'
Sign-off	'Yours faithfully,' (unknown name) / 'Yours sincerely,' (named person)

Writing Task - Formal Email

Role:

As a concerned student, write a formal email of about (150 – 180) words to your local environmental office requesting support for protecting a shared local resource discussed in this unit (a wetland or local fish stocks).

- Use at least ONE conditional sentence for request.

6.3

Voices for the Voiceless

JRE

(Justify - Reason - Evidence)

To what extent is it fair to ask fishermen to change their equipment to protect sea turtles, if doing so affects their livelihood? Justify your answer.

SECTION B: Speaking Up for Others

Who speaks for those who cannot speak for themselves?

Wildlife cannot file a complaint, and an ecosystem cannot lobby governments. Sharing the planet often depends on people who are willing to advocate for those who have no voice of their own.

Inquiry Question:

- **What does it mean to advocate for wildlife or an ecosystem that cannot speak for itself?**

Discussion in groups of four:

Evaluate

- Have you ever seen someone take action to protect an animal, place, or cause? What did they do?

Analyze

- Why might listening to opponents, rather than only campaigning against them, make a campaign more effective?

The Girl Who Wouldn't Forget *

* *"An original pedagogical reading text custom – authored by the national Curriculum Development team; adapted from a youth marine conservation profile series, from international marine conservation reports, youth environmental leadership frameworks and evidence-based reading skills."*

Nour was fifteen when she found a sea turtle tangled in a discarded fishing net on a beach near Hurghada. By the time she and her cousin pulled it free, it had already died. She still remembers deciding, on the walk home, that she was too angry to simply forget about it by the following week, the way she suspected most people who saw something like that probably did.

What began as a single Instagram post showing the photograph, captioned with barely more than a few furious sentences, slowly turned into something closer to a campaign. Nour started organizing monthly beach cleanups, initially with three friends and a handful of trash bags, sharing details of each cleanup on her social media account. Marine biologists occasionally comment that turtles cannot speak for themselves, cannot lobby a government or file a complaint about a net left in the water, which is precisely the gap Nour says she is trying to fill.

Local fishermen were not always welcoming. Several told her directly that fishing was their livelihood, not a hobby, and that

JRE

(Justify - Reason - Evidence)

Read the two views, then decide which one you agree with.

1. One view: Nour's campaign shows that a single person's anger can grow into something that genuinely helps protect wildlife.
2. The other view: Local fishermen had a legitimate, competing concern, since nets were 'their livelihood, not a hobby.'

Weigh both cards before you judge.

a teenager posting photographs online understood little about the cost of switching to more turtle-friendly equipment. Nour has since spent considerable time simply listening to these objections rather than dismissing them. Her campaign now includes a small fund, built from donations, that helps cover the cost of safer net attachments for fishermen willing to try them, a compromise she describes as more effective than any amount of online outrage alone.

Three years on, her cleanups have regularly drawn more than sixty volunteers, and two local hotels have begun funding equipment directly. Nour insists she has not solved anything close to the wider problem, and marine plastic continues to arrive on the same beaches regardless of how many cleanups she organizes. What she believes she has done, more modestly, is to prove that a single furious teenager with a phone can build something that outlasts the anger that started it, provided she is willing to keep showing up long after the initial outrage fades.

Comprehension Check

A **Answer the following questions.**

Analyze

- According to the text, what specific event motivated Nour to start her campaign?

....

Explain

- What does the writer mean by describing Nour's role as filling 'the gap' left by turtles' inability to speak for themselves?

....

- Why were local fishermen not always welcoming of Nour's campaign at first?

....

Evaluate

- Do you think listening to opponents, as Nour did, is more effective than pure online activism? Justify your view.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Nour found the sea turtle when she was fifteen years old.		
2. Nour's campaign began with a large, organized group of volunteers.		
3. Some fishermen said switching equipment would be costly and could affect their livelihood.		
4. Nour's campaign has completely stopped plastic from reaching local beaches.		
5. The text states how much money each hotel contributed.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

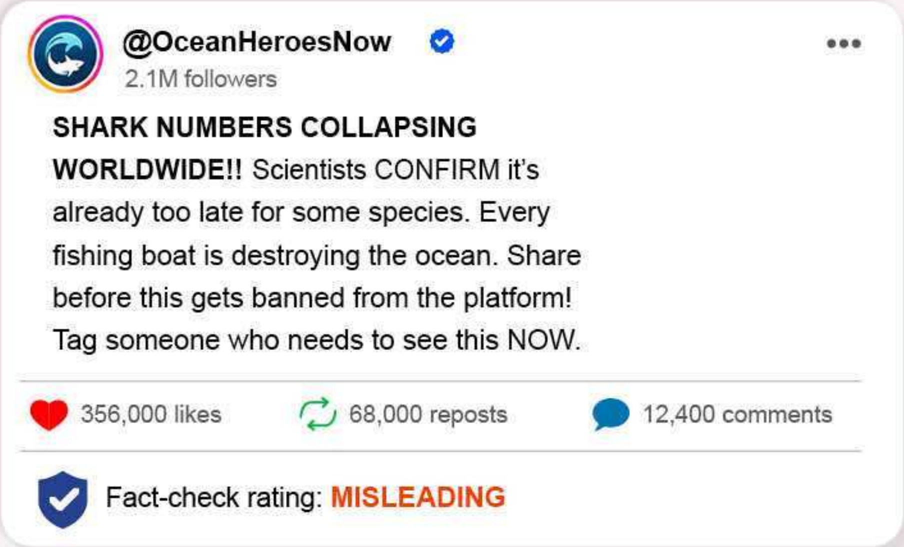
- **Match the following words with their meanings.**

Words	Meanings
1. tangled	**a.** an organized series of actions with a specific social or political goal
2. discarded	**b.** continues to exist for longer than something else
3. campaign	**c.** caught or twisted together in a confused mess
4. lobby	**d.** to try to persuade a government or official to support a particular cause
5. livelihood	**e.** an agreement reached when each side gives up part of what they wanted
6. compromise	**f.** thrown away because no longer wanted
7. outlasts	**g.** a person's main way of earning money or supporting themselves

Writing in Action

Social Media Post for Analysis

- Read this post carefully. You will analyze its language and assess its reliability in the activities below.



@OceanHeroesNow ✓

2.1M followers

SHARK NUMBERS COLLAPSING WORLDWIDE!! Scientists CONFIRM it's already too late for some species. Every fishing boat is destroying the ocean. Share before this gets banned from the platform! Tag someone who needs to see this NOW.

356,000 likes 68,000 reposts 12,400 comments

Fact-check rating: **MISLEADING**

Feature	What to Look For	Example from the Post
Emotional language	Words designed to alarm or provoke outrage	COLLAPSING / destroying
Absolute language	Claims with no qualification or evidence	Every fishing boat / too late for some species
Urgency signals	Language creating pressure to act immediately	Share this before it gets banned! Tag someone NOW
Missing information	No named source, study, or specific data	'Scientists CONFIRM' with no named scientists or study
Oversimplification	A complex issue reduced to one villain	Blaming 'every fishing boat' equally

Writing Task

- Write a post for your school's media club page.
- Evaluate ONE example of a viral post about wildlife or an environmental crisis, using the reliability table on the previous page.
- Concede: Although some environmental crises are genuinely urgent, exaggeration can make people distrust real evidence. Then, conclude by explaining how to check a claim like this before sharing it.

6.4

Global Citizens, Local Actions

Can one shoreline matter to the whole planet?

Global problems can feel too enormous for any individual action to matter. Yet local, measurable projects such as restoring one shoreline, or adopting one stretch of coast are often where global citizenship begins.

Inquiry Questions:

1. **What does 'global citizenship' mean in practice, rather than in theory?**
2. **How can a small, local environmental project connect to a much larger global effort?**

Discussion in groups of four:

Explain

- Have you ever taken part in a local environmental project? What was measured or tracked?

Evaluate

- Can small local actions genuinely add up to solve a global problem, or are they mostly symbolic? Justify your view.

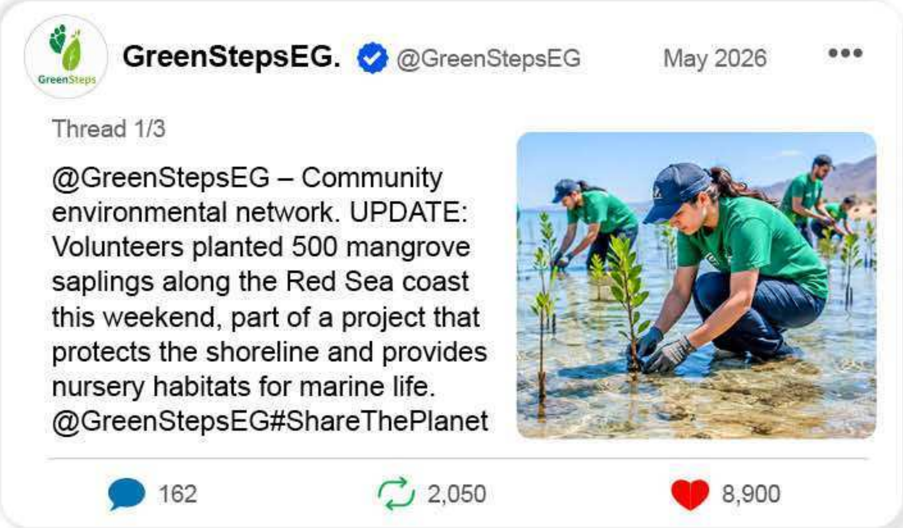
JRE

(Justify - Reason - Evidence)

How does the thread show that a small, local project can produce specific, measurable results rather than only good intentions? Justify with evidence from the posts.

Social Media Threads for Analysis

The following is a curated thread from @GreenStepsEG, a community environmental network documenting a coastal restoration project in real time.

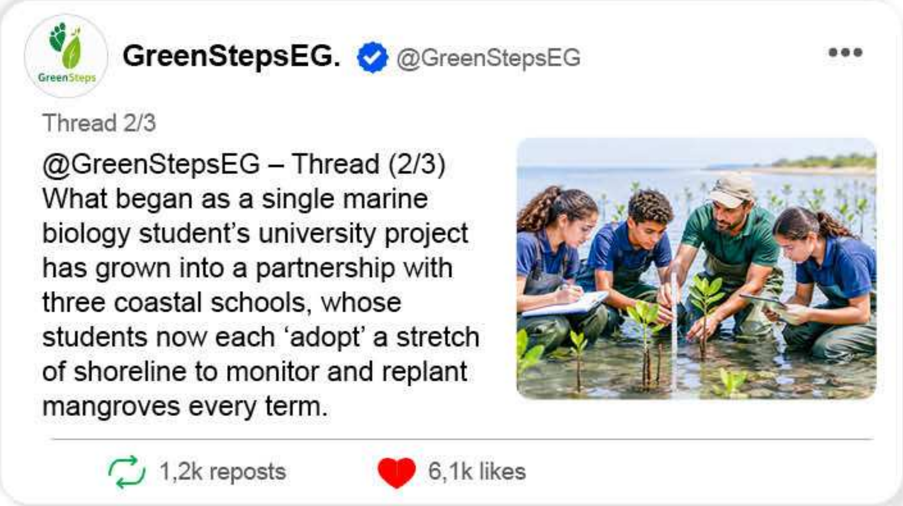


GreenStepsEG. @GreenStepsEG May 2026

Thread 1/3

@GreenStepsEG – Community environmental network. UPDATE: Volunteers planted 500 mangrove saplings along the Red Sea coast this weekend, part of a project that protects the shoreline and provides nursery habitats for marine life. @GreenStepsEG#ShareThePlanet

162 2,050 8,900

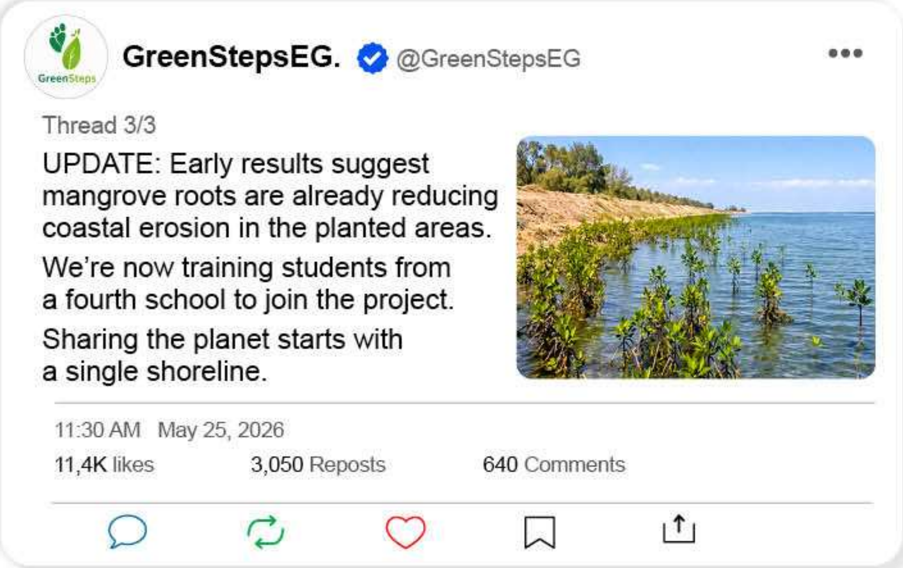


GreenStepsEG. @GreenStepsEG

Thread 2/3

@GreenStepsEG – Thread (2/3) What began as a single marine biology student's university project has grown into a partnership with three coastal schools, whose students now each 'adopt' a stretch of shoreline to monitor and replant mangroves every term.

1,2k reposts 6,1k likes



GreenStepsEG. @GreenStepsEG

Thread 3/3

UPDATE: Early results suggest mangrove roots are already reducing coastal erosion in the planted areas.

We're now training students from a fourth school to join the project.

Sharing the planet starts with a single shoreline.

11:30 AM May 25, 2026

11,4K likes 3,050 Reposts 640 Comments

Media Analysis: Key Concepts

Word / Expression	Definition / Use in Context
Biodiversity	the variety of plant and animal life within a particular ecosystem
Coastal erosion	the gradual wearing away of land along a coastline by wind and water
Conservation	protection and careful management of the natural environment
Ecosystem	a community of living things interacting with their environment
Stewardship	the responsible management and care of something entrusted to you
Citizen science	ordinary people collecting scientific data as volunteers, often for local projects

Listen

JRE

(Justify - Reason - Evidence)

'Global citizenship should be taught through small, local, measurable actions rather than large abstract appeals.' To what extent do you agree or disagree? Defend your position.

Listening

- **Listen to a media report about local environmental action and global citizenship.**

A **Listen and answer the following questions.**

Explain

- According to the audio, why can global environmental problems cause a feeling of 'paralysis'?

....

....

Analyze

- The speaker says successful projects give participants 'regular, specific feedback.' Why might this matter more than a general appeal to save the planet? Use ideas from the audio.

....

....

Evaluate

- What specific, measurable outcomes does the audio mention that a school project might track?

....

....

- According to the audio, how do educators suggest global citizenship should best be taught? Explain in your own words.

....

....

B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The audio suggests that feeling overwhelmed by global problems is an understandable reaction.		
2. A single school project can single-handedly restore an entire ocean, according to the audio.		
3. Researchers found that successful long-term projects give participants regular, specific feedback.		
4. The audio argues that global citizenship should be taught as one enormous abstract duty.		
5. The audio mentions that students are learning to recognize a mangrove seedling at a site.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you heard it.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. abstract	**a.** a state of being unable to act or move, often from fear or feeling overwhelmed
2. engagement	**b.** without any help from anyone else; entirely alone
3. measurable	**c.** without any fixed end point in time
4. paralysis	**d.** existing as an idea rather than a physical, concrete thing
5. single-handedly	**e.** active involvement or participation in something
6. indefinitely	**f.** able to be judged or evaluated using a clear, specific standard

Writing in Action: A Persuasive Email

Writing a Persuasive Email

A persuasive email makes a clear request while building a genuine case for why the reader should say yes. It combines evidence, a specific request, and an acknowledgment of the reader's own priorities or concerns.

Section	Purpose / Useful Phrases
Subject line	A clear, motivating subject, e.g. 'Request: Support to Expand Our Mangrove Project'
Greeting	'Dear [Name/Title],'
Opening / Hook	'I am writing to propose...' / 'Our club has recently...'
The Ask	'I would really appreciate your support in...' / 'Specifically, we are requesting...'
Supporting evidence	'According to..., ...' / 'One volunteer explained that...'
Addressing a concern (concession)	'Although some may argue that..., ...'
Closing call to action	'Thank you for considering this request.' / 'I would welcome the chance to discuss this further.'

Writing Task

Role:

As a student environmental club leader, write a persuasive email of about (150 – 180) words to your school principal asking for support to expand a local environmental initiative discussed in this unit (for example, planting more mangroves, adopting a stretch of coastline, or starting a wetland awareness campaign).

- Acknowledge at least one possible concern or counterargument before responding to it.

6.5 Assessment

Summative

Writing Task

- **Write an email of (150-180) words. Choose ONE of the following scenarios:**

A. Write an email to your local council, arguing that protecting shared natural resources (like wetlands) should be a higher priority than rapid economic development.

B. Write an email to a friend abroad, describing a global environmental issue you've learned about, and explaining how sharing responsibility for it, rather than blaming one group, could lead to a real solution.

C. Write an email to your school community, evaluating whether small local actions, like clean-ups or planting trees, can genuinely make a difference to problems shared across the whole planet.

Writing Frame — Build your ideas

- Subject: ....
- Dear ...., I am writing to .... regarding ....
- This matters because .... Evidence from .... shows that ....
- Although ...., it is also true that ....
- If ...., then ....
- I would therefore recommend / suggest that ....
- I look forward to .... Yours sincerely / Best wishes, ...

Reflection Questions:

1. How have your views about sharing limited resources with other people and species changed during this unit?

2. Which of the four lessons did you find most challenging? What could you do to improve?

3. Which text in this unit did you find most thought-provoking, and why was it effective?

4. How did your own experience of your local environment influence the way you interpreted the texts?

5. What new questions do you now have about your own responsibility for sharing the planet fairly?

Self-Assessment

Rate yourself for each skill

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read and identify key details across all text types in this unit.			
	identify tone and evaluative language in profiles and media texts.			
Listening	analyze how competing human needs create genuine conflict			
Grammar	use reported speech to accurately report statements, opinions, and claims made by others.			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
Writing	write a formal email making a clear, polite request.			
	write a persuasive email of (150-180) words with supporting evidence.			
Media	apply media literacy skills to evaluate exaggerated environmental claims online.			

One skill I want to work on:

....

....

One thing I am proud of in this unit:

....

....

Consolidation Review C

1 Choose the correct answer from a, b, c, or d.

1. Carbon dioxide and other gases trap heat in the atmosphere. This process is known as the **greenhouse effect**.

   What does the **"greenhouse effect"** mean in this context?

   a. The process by which gases trap heat in the atmosphere.
   b. The process of growing plants inside glass buildings.
   c. The natural cooling of the Earth's surface.
   d. The movement of water through the atmosphere.

2. "The number of trees disappearing from the area has risen at **an alarming rate**. Residents fear that little woodland will remain if the trend continues." Which situation best reflects "**an alarming rate**"?

   a. Road accidents increased so quickly that local families became deeply concerned.
   b. Bus use rose gradually after the council improved the main route.
   c. Shop prices remained almost unchanged throughout the entire summer season.
   d. Visitor numbers fell slightly when the weather became unusually hot.

3. Climate change threatens **biodiversity** because many plants and animals cannot adapt to rapidly changing habitats.

   What does **"biodiversity"** mean in this context?

   a. The process of producing renewable energy.
   b. The amount of rainfall in a region.
   c. The number of people living in a city.
   d. The variety of plant and animal life in an area.

4. The number of birds using the wetland was **staggering**, far greater than anyone had expected. What does **"staggering"** mean in this context?

   a. Difficult to observe without special equipment.
   b. Carefully organized into small groups.
   c. Extremely surprising or impressive in scale.
   d. Limited to one particular season.

5. Stronger **enforcement** is needed to make sure that fishing regulations are obeyed.

   What does **"enforcement"** mean in this context?

   a. Changing a rule whenever people disagree with it.
   b. Making sure that laws or rules are followed.
   c. Explaining a rule in several different languages.
   d. Replacing an old law with a voluntary agreement.

6. Fishing is the main **livelihood** of many families in the coastal village.

What does **"livelihood"** mean in this context?

a. A protected natural habitat.

b. A person's way of earning money to support themselves.

c. A short rest during a long journey.

d. A public campaign organized by volunteers.

7. After several meetings, the farmers and conservationists reached a **compromise**.

What does **"compromise"** mean in this context?

a. A decision made by one side without discussion.

b. A delay caused by a lack of information.

c. A law that completely prohibits an activity.

d. An agreement in which each side gives up part of what it wanted.

8. "Solar power sometimes suffers from **intermittency**." The underlined word "**intermittency**" here has an antonymous meaning to ....

a. irregularity b. interruption c. variability d. continuity

9. Which sentence is most suitable for the short introduction of a leaflet about solar energy?

a. For example, solar panels can reduce electricity bills.

b. Talk to your family about installing solar panels today.

c. This guide explains how solar energy works and why it matters.

d. Solar panels capture sunlight and convert it into electricity.

10. Which subheading would best organize a section explaining the advantages of solar power?

a. Why Should You Choose Solar Power?

b. How Do Solar Panels Work?

c. What Is Solar Energy?

d. Where Can You Get More Information?

11. Which sentence uses a fact or figure to make a leaflet more convincing?

a. Solar panels can support cleaner energy use in homes.

b. Many local families consider solar power a useful choice.

c. Solar energy may reduce monthly costs for some households.

d. A survey found 89% of homes suitable for solar panels.

12. Farida said that she .... a Nile clean-up campaign with five friends.

a. start b. is started c. had started d. will start

13. Which sentence would be most effective as a topic sentence in an argumentative paragraph about climate change?

a. Climate change is a serious problem that requires urgent action from governments and individuals around the world.

b. Many people have different opinions about climate change and what should be done to address it effectively.

c. In this paragraph, I will discuss the causes and effects of climate change in detail.

d. There are many things that can be said about climate change and its impact on our planet.

2 Only one sentence in each group is grammatically correct. Choose the correct answer.

1. a. Fishing boats must to use safer equipment.

b. Fishing boats must used safer equipment.

c. Fishing boats must using safer equipment.

d. Fishing boats must use safer equipment.

2. a. Nour said that the fishermen needs safer equipment.

b. Nour said that did the fishermen need safer equipment.

c. Nour said that the fishermen needed safer equipment.

d. Nour said that the fishermen needing safer equipment.

3. a. Omar explained that his team designing the heater before the conference.

b. Omar explained that his team has design the heater before the conference.

c. Omar explained that his team had designed the heater before the conference.

d. Omar explained that his team had designing the heater before the conference.

4. a. Habitats are changing due to many species are struggling to adapt.

b. Habitats are changing because of many species struggle to adapt.

c. Habitats are changing; consequently many species struggles to adapt.

d. Habitats are changing; consequently, many species struggle to adapt.

5. a. Egypt has significant reduced its use of fossil fuels.

b. Egypt has significantly reduced its use of fossil fuels.

c. Egypt significantly has reduce its use of fossil fuels.

d. Egypt has reduced significantly its fossil fuels use.

3 Read the text, then answer the questions.

A Planet with No Borders

For thousands of years, rivers continue flowing, birds migrate between continents, and wild animals travel long distances in search of food, water, and suitable habitats. For many species, survival depends on their ability to move freely across landscapes that humans have divided.

One of the greatest threats to wildlife today is habitat fragmentation. As cities expand, forests are cleared, roads are built, and farmland extends into natural areas. These developments divide large ecosystems into smaller sections, making it difficult for animals to find mates, hunt for food, or escape the effects of environmental changes. Species that once traveled freely may become isolated, reducing genetic diversity and increasing the risk of extinction over time.

To address this problem, conservationists have developed **wildlife corridors**. These are protected strips of land that connect separated habitats, allowing animals to move safely between them. Some corridors follow rivers or mountain ranges, while others include specially designed bridges or tunnels that allow animals to cross busy highways. Such projects have already helped protect species including elephants, wolves, deer, and large cats in different parts of the world.

Nevertheless, wildlife corridors sometimes create disagreements. Farmers may worry that wild animals will damage crops or threaten livestock. Developers may argue that conservation projects reduce the amount of land available for housing or industry. Governments therefore face the challenge of balancing environmental protection with economic development. Successful solutions usually involve careful planning, scientific research, and cooperation among local communities, businesses, and environmental organizations.

Technology has also become an important tool for protecting shared spaces. Scientists now use satellite tracking, motion-sensitive cameras, and drones to monitor animal movements. The information collected helps researchers understand migration patterns and identify the safest locations for new wildlife corridors. As climate change continues to alter ecosystems, this information is becoming increasingly valuable for future conservation planning.

Ultimately, the planet is a shared home rather than a collection of isolated territories. Human decisions influence ecosystems far beyond national borders, and environmental challenges such as biodiversity loss and climate change require international cooperation. Protecting wildlife does not mean preventing human development. Instead, it means finding thoughtful ways for people and nature to exist together, ensuring that both communities and ecosystems can flourish for generations to come.

A. Choose the correct answer.

1. The main idea of the passage is that wildlife conservation requires ....
a. preventing all urban development
b. balancing human needs with the protection of natural habitats
c. moving all endangered animals into zoos
d. building more new modern cities

2. According to paragraph 2, habitat fragmentation causes wildlife to ....
a. adapt immediately to urban life
b. become isolated from other populations
c. migrate to different continents every year
d. reproduce more successfully

3. The writer mentions "**wildlife corridors**" in paragraph 3 mainly to ....

a. describe one practical solution to habitat fragmentation
b. explain how roads are constructed
c. criticize environmental organizations
d. compare different species of wild animals

4. Which heading best fits paragraph 5?

a. Technology Supporting Conservation
b. Why Cities Should Stop Growing
c. Animal Behaviour Around Rivers
d. Building Roads Across Forests

B. Find evidence from the text:

5. Find evidence from the text that shows environmental problems cannot be solved by one country alone.

C. Answer the following questions.

6. Why does habitat fragmentation increase the risk of extinction for some species? Use evidence from the text to support your answer.

....

....

7. Explain how technology improves the planning of future wildlife corridors. What specific examples does it provide?

....

....

8. In your opinion, should governments sometimes limit development projects to protect wildlife? Justify your position with reasons and evidence from the text.

....

....

4 Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Migratory birds may depend on a chain of wetlands in several countries. Protecting one wetland does not protect the whole route if other stopovers disappear.

- Protecting a single wetland is always enough to protect a migratory species.

True	
False	
Justification	

5 **Find the words or phrases in the text that are antonyms of the words below.**

After the new environmental plan, the village noticed a stable rate of change in water use. The land that had once become barren was slowly improving. At the meeting, there was some disagreement about the best solution, but everyone wanted progress. Scientists also noticed signs of coral pigmentation returning in one small area. The storm lost its weakness only after it left the coast, so the town remained careful. These changes showed that recovery can happen when people act early and responsibly.

Word / Phrase	Answer from the text
1. alarming rate	→ ....
2. fertile	→ ....
3. consensus	→ ....
4. bleaching	→ ....
5. intensity	→ ....

6 **Read the visitor message, then answer the questions.**

Message for a tree-planting day in New Aswan: Please meet outside the city council building at 8:00 a.m. Volunteers will first collect tools indoors, then work outdoors along the pedestrian route. Afterwards, they will record the number of seedlings and share the results online. Bring a refillable bottle to reduce waste and arrive early so that safety instructions can begin on time.

1. Identify two instructions given to volunteers. Explain why one of them supports an organised planting day.

   ....

2. A volunteer arrives after the safety instructions have started and has forgotten a water bottle. What responsible action should the volunteer take? Support your answer with the message.

   ....

7 **Complete the sentences using the correct form of the word in brackets.**

1. Effective .... **(conserve)** requires countries to coordinate their actions.

2. The project produced .... **(measure)** results that the council could evaluate.

3. Renewable energy is essential for long-term environmental .... **(sustain)**.

4. Modern solar panels produce electricity with greater .... **(efficient)** than older models.

8 **Complete the following text with the appropriate structure.**

Next month, Sama's family will visit a large museum in Cairo. Her younger brother is recovering from an injury, but he (1) .... **(able / join)** them by then. According to the museum rules, all visitors (2) .... **(have / show)** their tickets at the entrance. They (3) .... **(must / touch)** the ancient objects because doing so is forbidden. Food is available inside, so the family (4) .... **(need / bring)** lunch from home. During their previous visit, Sama bought an expensive guidebook before discovering that free copies were provided; she (5) .... **(need / buy)** it.

9 A. Answer the following questions.

1. Why does Challenger invite Malone back into the house after their fight?

....

2. Explain how Maple White's sketchbook, the damaged photograph, and the wing fragment support Challenger's claim.

....

3. Evaluate Malone's decision to use deception in order to get an interview with Challenger. Was his method acceptable? Give reasons.

....

JRE (Justify, Reasoning & Evidence)

B. Answer the following questions. Justify your answers with clear reasoning and evidence from the chapter.

1. Does Zambo deserve to be considered one of the heroes of the expedition?

Justify: State your judgment.

....

Reasoning: Explain what makes his actions important after the betrayal.

....

Evidence: Support your answer with details from the chapter.

....

10 Write an argumentative paragraph of 150–180 words about whether human activities are the main cause of climate change.

In your paragraph, you should:

- state your opinion clearly;
- explain how human activities may cause climate change;
- give reasons and evidence to support your opinion;
- mention examples such as factories, cars, deforestation, or pollution;
- conclude with advice about how people can help reduce climate change.

....
....
....

Concept 7 Passion & Purpose

Discover
Your Passion
Find Your Purpose
Create Your Future
PASSION
PURPOSE
POSSIBILITIES
FUTURE
VOLUNTEER
IDEA
PLAN
ACTION

UNIT
7

Discovering Your Passion

Unit Overview

This unit explores how personal passion connects to experience, community, and the way we invest our time. You will study how a hobby can quietly grow into an opportunity, how a shared interest can build a genuine community, how passing on a skill can leave a lasting mark, and how young people can balance a passion with school and other responsibilities without losing either.

Through four integrated lessons, you will build your language proficiency across the four key skills.

You will be able to :

Reading: analyze integrated narratives to identify how passion, effort, and time shape real opportunities.

Listening: listen to a media report about balancing a passion project with daily responsibilities.

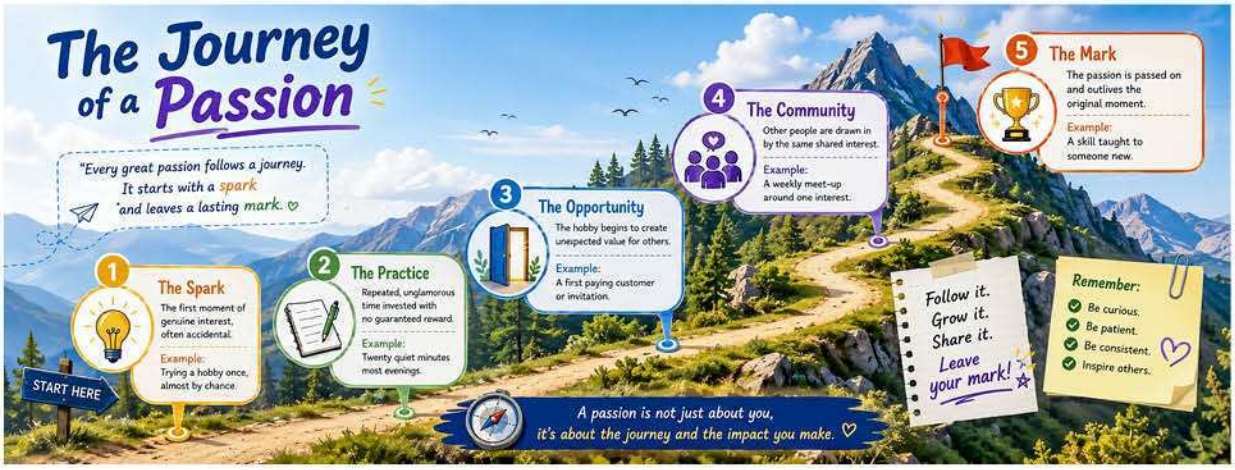
Speaking: present a personal or community example, expressing a clear opinion and recognizing an opposing viewpoint.

Writing: write a proposal and a discursive essay that weighs different perspectives using concession language and supporting evidence.

Content Objectives	Language Objectives
You will:	**You will:**
• identify how a hobby can gradually become an opportunity. • analyze how shared passion can build a genuine community. • evaluate how mentoring others can leave a lasting personal mark. • examine how young people can balance passion with daily responsibilities. • construct structured arguments using the JRE [Justify – Reason – Evidence] framework.	• use "used to/would" to talk about past habits. • write a proposal recommending a passion-based community initiative. • write a discursive essay presenting balanced perspectives.

Inquiry Question ?

- **How does investing time in what we love shape our opportunities, our communities, and the mark we leave behind?**


The Journey of a Passion
"Every great passion follows a journey.
It starts with a spark
'and leaves a lasting mark.
START HERE
1 The Spark
The first moment of genuine interest, often accidental.
Example:
Trying a hobby once, almost by chance.
2 The Practice
Repeated, unglamorous time invested with no guaranteed reward.
Example:
Twenty quiet minutes most evenings.
3 The Opportunity
The hobby begins to create unexpected value for others.
Example:
A first paying customer or invitation.
4 The Community
Other people are drawn in by the same shared interest.
Example:
A weekly meet-up around one interest.
5 The Mark
The passion is passed on and outlives the original moment.
Example:
A skill taught to someone new.
Follow it.
Grow it.
Share it.
Leave your mark!
Remember:
Be curious.
Be patient.
Be consistent.
Inspire others.
A passion is not just about you,
it's about the journey and the impact you make.

Explain

- Why might some hobbies never move beyond 'the spark', while others grow much further?

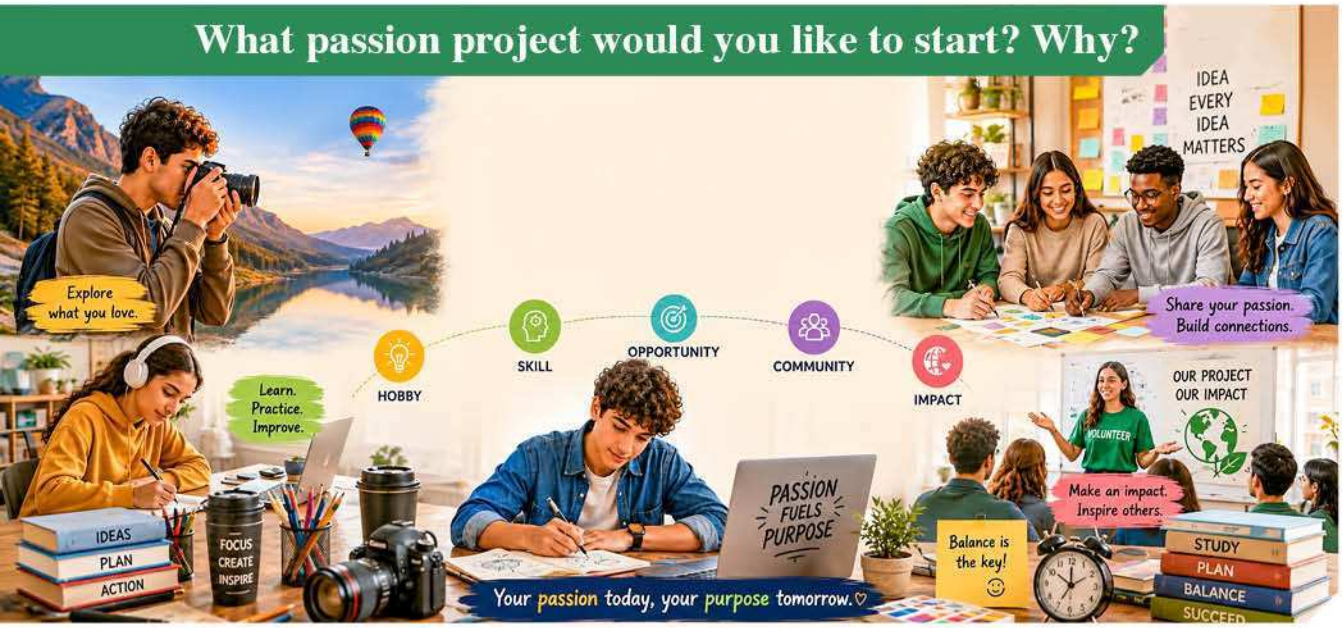
Analyze

- How do you think the amount of time someone invests changes the value they get from a passion?

Evaluate

- Which stage of a passion journey do you think is the hardest to reach? Explain your reasoning.

- **Look at the picture and answer.**



What passion project would you like to start? Why?

IDEA EVERY IDEA MATTERS
Explore what you love.
Learn. Practice. Improve.
HOBBY
SKILL
OPPORTUNITY
COMMUNITY
IMPACT
Share your passion. Build connections.
OUR PROJECT OUR IMPACT
VOLUNTEER
Make an impact. Inspire others.
IDEAS
PLAN
ACTION
FOCUS CREATE INSPIRE
PASSION FUELS PURPOSE
Balance is the key!
STUDY
PLAN
BALANCE
SUCCEED
Your passion today, your purpose tomorrow.

SECTION A : Where Passion Begins

7.1

From Hobby to Opportunity

When does a hobby stop being 'just for fun'?

Most opportunities do not begin with a plan. They begin with someone spending time on something they enjoy, long before anyone, including that person, expects it to lead anywhere.

Inquiry Question:

- **How can a hobby that starts with no ambition attached eventually become a real opportunity?**

Discussion in groups of four:

- Describe a hobby you or someone you know does purely for enjoyment.

Explain

- Has that hobby ever created an unexpected opportunity, even a small one?

Analyze

- Why do many people say their best ideas came from something they were not trying to turn into anything?

Evaluate

- Does turning a hobby into paid work always change how a person feels about it? Justify your answer.

JRE

(Justify - Reason - Evidence)

- To what extent should young people worry about whether a hobby will ever lead somewhere?

Flour on the Textbooks*

* *"Synthesized and adapted by the national curriculum development team from the young entrepreneurship profile series."*

Mariam started decorating cakes the way most people start most hobbies: badly, and mostly for fun. At thirteen, she spent Friday afternoons piping wonky flowers onto cupcakes for her little brother's birthday, using a recipe she had half-memorized from a cooking channel and a set of nozzles borrowed from a neighbor. Nobody, least of all Mariam, expected it to become anything more than a way to avoid homework for a few hours.

What changed was not a single dramatic moment but a slow accumulation of small ones. A teacher asked her to make cupcakes for a school event, and word traveled faster than she expected; a classmate's mother placed an order for her birthday, then mentioned Mariam to a colleague, who mentioned her to someone else. Her older brother, mostly to tease her, began calling it “the business” months before she ever thought of it that way herself. By the time she was sixteen, she was baking most weekends for paying customers, still doing homework at the kitchen table between batches, flour dusted across her textbooks.

The shift from hobby to opportunity rarely announces itself clearly, and Mariam’s case was no exception. She did not decide, on any day, to turn her hobby into a business. She simply kept saying yes to the next small request, and each yes required slightly more organization than the last. What had once been a way of relaxing quietly became something closer to a part-time job, complete with a waiting list and a pricing sheet.

This pattern is common among young people who eventually build something lasting from an interest that began with no ambition attached. Career researchers note that the earliest stage rarely resembles a plan; it resembles play, repeated often enough that skill accumulates almost by accident. The risk, they add, is that turning a hobby into paid work can occasionally drain the joy that made it worth doing in the first place, which is why Mariam still insists on keeping at least one cake a month entirely unpaid, decorated however strangely she likes, just for herself.

Happy Birthday!

JRE

(Justify - Reason - Evidence)

Read two views, then decide which one you agree with. Justify your answer.

1. One view: Mariam’s story shows that opportunities often grow naturally from doing something you love consistently, without a fixed plan.
2. The other view: Career researchers warn that turning a hobby into paid work can ‘drain the joy that made it worth doing in the first place.’

Comprehension Check

A Read the text, then answer the following questions.

Explain

- What does the writer mean by ‘the shift from hobby to opportunity rarely announces itself clearly’? Explain in your own words.

....

- Why does Mariam keep one cake for free each month?

....

Analyze

- According to the text, how did Mariam’s hobby gradually turn into a business?

....

Evaluate

- Do you think turning a hobby into paid work always risks ‘draining the joy’ from it? Justify your viewpoint.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Mariam began decorating cakes when she was thirteen.		
2. Mariam decided on one specific day to turn her hobby into a business.		
3. By the time she was sixteen, Mariam was baking most weekends for paying customers.		
4. Mariam's parents encouraged her to start the business.		
5. Mariam stopped baking for herself once the business grew.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. nozzle	**a.** not perfectly shaped or steady; slightly crooked
2. batches	**b.** a gradual gathering or buildup of something over time
3. wonky	**c.** to gradually remove the happiness or enjoyment from something
4. accumulation	**d.** to ask for a product or service to be provided
5. resemble	**e.** a narrow part of a pipe or container through which liquid comes out
6. place an order	**f.** groups of things made or prepared at the same time
7. drain the joy	**g.** to look or be similar to someone or something

Practice (Identify - Analyze)

Write **FOUR** sentences using vocabulary from the text to describe a hobby of your own that could grow into something bigger. Then choose one sentence and analyze what small first step could turn that hobby into an opportunity.

....

....

....

....

Speaking

Discussion Questions in groups

Analyze

- Why did Mariam's hobby become successful without a clear business plan?
- Which factors had the greatest influence on Mariam's success: her talent, other people's support, or her persistence? Explain your answer.

Evaluate

- Do you agree that turning a hobby into a business can reduce the enjoyment of the hobby? Support your opinion with reasons and examples.
- If you were Mariam, would you accept every new order or keep baking as a hobby? Justify your decision.

Create

- Imagine one of your hobbies becoming very popular. How would you develop it while maintaining a balance between school and your personal life?
- Design a simple three-step plan to turn a teenager's hobby into a meaningful passion project.

Grammar Focus

• Used to / Would (Past Habits)

We use *"used to"* to talk about repeated past habits or states that are no longer true. We use *"would"* to describe repeated past actions, but not normally past states. They are useful for describing how a hobby began before it changed into something else.

Structure / Form	Example
used to + verb (past habit or state, no longer true)	She used to spend Fridays baking alone.
would + verb (repeated past action, NOT for states)	She would pipe wonky flowers onto cupcakes every weekend.
Negative: didn't use to + verb	He didn't use to take orders from strangers.
Question: Did + subject + use to + verb?	Did you use to sell your drawings online?
Contrast with present simple (now)	She used to bake for fun; now she bakes for customers too.

Grammar in Context

A. Fill in the gaps with used to, would, or the present simple.

Every day, Mariam (1)........................ **(bake)** only for her family, but now she (2)........................ **(take)** orders every weekend. Every Friday, she (3)........................ **(spend)** the whole afternoon decorating cupcakes just for fun. She (4)........................ **(not use to / think)** of baking as work at all.

B. Read the passage and find the mistakes, then correct them.

When I was younger, I use to draw comics every single day after school. I would spending hours copying my favorite characters. I didn't used to show anyone my drawings, but now I share them online every week.

Presentation Task

- As a guest speaker at your school's "Career and Passion Day", prepare a 2-3-minute presentation for your classmates and their families explaining how a hobby can grow into something more.

SPEAK
SHARE
INSPIRE
Your ideas matter!

After your presentation, evaluate it.

☑ I speak clearly and loudly.
☑ I look at my audience.
☑ I give relevant ideas and examples.
☑ I use appropriate vocabulary.
speak in full sentences.
☑ I give reasons for my opinions.

Your presentation must include the following:

Describe the hobby

- Explain when and how you (or someone you know) started this hobby.
- Analyze what small moments or decisions helped it grow.

Reflect

- What does your example concede or acknowledge about the risk of losing enjoyment along the way?

Build your ideas

- This hobby started in/at...
- I used to...
- This experience represents...
- One important turning point was...
- For me, this hobby shows...
- Although some people believe..., I think...

7.2

Building a Community Around Your Passion

Why shared interests bring strangers together

A passion pursued entirely alone can only grow so far. Once other people who share it appear, even slowly, a hobby can turn into something closer to a small, self-sustaining community.

Inquiry Question:

- **What holds a community together once it forms around a shared passion?**

Discussion in groups of four:

Explain

- Have you ever joined or started a group based on a shared interest? How did it begin?

Evaluate

- What keeps people coming back to a community, beyond the interest itself?

JRE

(Justify - Reason - Evidence)

Read two views, then decide which one you agree with.

1. One view: A shared passion alone is enough to hold a community together over time.
2. The other view: The speaker argues that small, repeated acts of generosity, not shared interest alone, are what sustain a group.

Think about both views before you decide on your answer.

Listening

The Bicycles in the Square*

"An original pedagogical listening text custom–authored by the national curriculum development team, inspired by community cycling, informed by international research on community–based hobbies, youth participation, and social belonging."

Listen

A Listen and answer the following questions.

Identify

- According to the audio, how did Youssef's small hobby grow into a community?

....

Explain

- What does the speaker mean by describing the meetups as 'the only place where a specific, slightly unusual interest did not need explaining or defending'?

....

JRE

(Justify - Reason - Evidence)

How does the speaker show that generosity, more than the bicycles themselves, is what holds Youssef's community together? Justify with evidence from the audio.

Analyze

- Why does the speaker argue that 'shared passion, on its own, rarely sustains a group for long'?

....

Evaluate

- Do you agree that small acts of generosity matter more than shared interest in keeping a community together? Justify your viewpoint.

....

B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Youssef restored bicycles alone for nearly a year before anyone replied to his posts.		
2. The first reply came from someone in Youssef's own neighborhood.		
3. The Saturday meetup eventually drew more than thirty people.		
4. Members of the group charge each other for spare parts and repairs.		
5. Youssef has completely stopped fixing bicycles himself since the group grew.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you heard it.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. derailleur	**a.** thinking about something so much that it is difficult to think about anything else
2. sustains	**b.** very damaged or in poor condition because of a lack of care
3. unwritten	**c.** a mechanism on a bicycle that moves the chain between gears
4. generosity	**d.** a record book used to track events, activities, or exchanges over time
5. logbook	**e.** the quality of being kind and willing to give time, help, or resources freely
6. disrepair	**f.** keeps something going or enables it to continue over a long period
7. obsessed	**g.** a rule or expectation that everyone understands, even though it has never been formally written down

Writing in Action

Writing a Proposal

A proposal is a formal piece of writing that identifies a problem and recommends a clear course of action. Good proposals combine a persuasive tone with realistic, specific recommendations.

Section	Purpose / Useful Phrases
Title	A short, clear title stating the purpose, e.g. 'Proposal for a School Passion Club'
Introduction	'The purpose of this proposal is to...' / 'This proposal recommends...'
The Problem	'Currently, many students...' / 'A significant number of...'
The Recommendation	'It is recommended that...' / 'This would involve...'

Supporting Reasons	'This would help by...' / 'Evidence suggests that...'
Conclusion / Call to Action	'In conclusion, implementing this idea would...' / 'We therefore urge...'

Writing Task

Role:

As a member of your school's student council, write a proposal of (150 – 180) words recommending a new club or regular meetup built around a shared passion (for example, a repair club, an art club, or a coding club).

- Use at least ONE example of ***"used to"*** or ***"would"***.

Proposal Checklist

- I state the problem clearly. ☐
- I give a specific, realistic recommendation. ☐
- I support my recommendation with reasons or evidence. ☐
- I end with a clear conclusion or call to action. ☐

7.3

Leaving Your Mark

SECTION B : What Passion Leaves Behind

What does it mean to leave something behind?

A passion does not have to earn money or attract a following to matter. Sometimes its greatest impact is simply what it teaches someone else, long after the original moment has passed.

Inquiry Question:

- **What does it really mean to 'leave a mark' through a passion, rather than through money or fame?**

JRE

(Justify - Reason - Evidence)

Do you think "leaving a meaningful mark on the world" always involves helping or teaching others, or can it also be achieved through personal growth? Justify your answer with reasons and examples.

Discussion in groups of four:

Evaluate

- Has anyone ever passed a skill or interest on to you? How has it changed you?

Analyze

- Why might teaching something make a person understand it more deeply?

Six Mismatched Pieces*

* *"Adapted from a youth mentorship profile series, Egypt."*

When Hassan taught his first free chess lesson in the corner of a youth center with a single borrowed board and six mismatched pieces, he was not thinking about legacy. He was nineteen, between university terms, and mostly hoping to fill a few empty afternoons doing something he loved instead of scrolling through his phone.

Twelve children showed up that first week, mostly because a poster promised free snacks as well as the chess. Hassan later admitted that only two of them seemed genuinely interested in the game itself; the rest simply wanted somewhere to be. He kept showing up anyway, week after week, gradually learning to explain openings in language an eight-year-old could follow, and slowly the ratio shifted, until most weeks nearly the whole group asked to stay late for one more match.

What Hassan noticed, almost by accident, was that teaching had begun to change the shape of his own passion. Explaining a strategy out loud, repeatedly, to children who asked blunt and occasionally brilliant questions, forced him to understand the game more deeply than years of playing alone ever had. Passion, it turned out, did not simply get passed on intact from one person to the next; it was reshaped by everyone who touched it, and Hassan's own understanding of chess became, in a real sense, something the children had helped build.

Three years later, Hassan moved to a different city for work, and the youth center asked one of his former students, by then sixteen and confident enough to run a session alone, to take over the lessons. The board is different now, and so are most of the faces around it, but the free Thursday sessions have not stopped since that first awkward afternoon with six mismatched sets.

Hassan rarely mentions the club when people ask about his achievements. It never earned him any money, and his name is not officially attached to it anywhere. What he left behind, instead, is harder to put on a certificate: a room that still exists, still full most weeks, still teaching itself forward.

JRE

(Justify - Reason - Evidence)

1. Do you think Hassan left a meaningful legacy? Support your answer with evidence from the text.
2. To what extent does the text redefine the meaning of achievement?
3. Do you agree that teaching a skill can strengthen the teacher's own understanding? Give evidence.

Comprehension Check

A **Answer the following questions.**

Analyze

- According to the text, how did teaching chess change Hassan's own understanding of the game?

Explain

- What does the writer mean by saying passion 'was reshaped by everyone who touched it'?

....

- Why does the writer say what Hassan left behind is 'harder to put on a certificate'?

....

Evaluate

- Do you think teaching or mentoring others is one of the most meaningful ways to leave a mark? Justify your view.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Twelve children came to Hassan's first chess lesson.		
2. All twelve children were genuinely interested in chess from the very first lesson.		
3. Hassan moved to a different city and the sessions stopped completely.		
4. Hassan earned a regular income from running the chess club.		
5. The chess sessions continue today, run by a former student.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

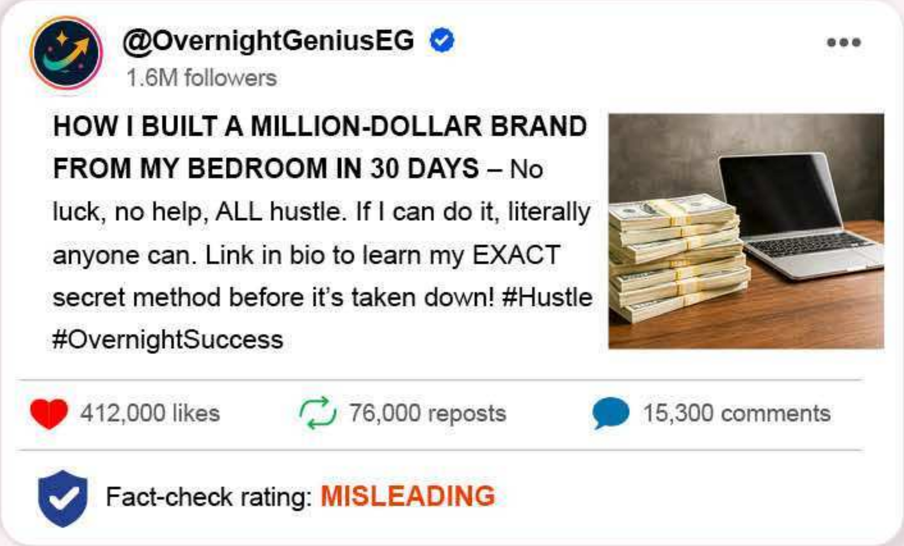
- **Match the following words with their meanings.**

Words	Meanings
1. blunt	**a.** be transferred to another person without being changed or damaged
2. genuinely	**b.** truly or sincerely, without pretending
3. the ratio shifted	**c.** direct and honest, sometimes without much politeness
4. showing up	**d.** uncomfortable, difficult or embarrassing
5. get passed on	**e.** in a true or meaningful way
6. in a real sense	**f.** the proportion between two amounts changed
7. awkward	**g.** arriving or appearing at a place

Writing in Action

Social Media Post for Analysis

- Read this post carefully. You will analyze its language and assess its reliability in the activities below.



@OvernightGeniusEG
1.6M followers

HOW I BUILT A MILLION-DOLLAR BRAND FROM MY BEDROOM IN 30 DAYS – No luck, no help, ALL hustle. If I can do it, literally anyone can. Link in bio to learn my EXACT secret method before it's taken down! #Hustle #OvernightSuccess

412,000 likes
76,000 reposts
15,300 comments

Fact-check rating: MISLEADING

NOTE: This post is a fictional example for analysis. It does not describe a factual story.

Feature	What to Look For	Example from the Post
Emotional language	Words designed to excite or create urgency	HOW I BUILT / hustle/secret
Absolute language	Claims with no qualification or evidence	literally anyone can
Urgency signals	Language creating pressure to act now	before it's taken down!
Missing information	No details about time, help, or luck involved	'No luck, no help' with no evidence
Monetized claim	The post exists to sell something, not simply to inform	Link in bio to learn my EXACT secret method

Writing Task: Social Media Thread for Analysis

- Imagine you are a young content creator. Write a social media thread of 5–6 short posts analyzing how Mariam turned her baking hobby into a successful project.

In your thread:

- explain how her hobby became popular
- analyze the role of her talent, persistence, and other people's support
- discuss one challenge she might face
- suggest how she can balance enjoyment and business responsibilities
- end with a clear conclusion or a piece of advice.

Use linking expressions such as **because, as a result, however, in addition, and therefore.**

Length: (150 – 180) words

Add: A suitable title and (2–3) relevant hashtags.

Suggested opening:

Post 1/6: How can a simple hobby grow into a successful project? Mariam's story shows that success does not always begin with a detailed business plan.

Presentation Task

SPEAK
SHARE
INSPIRE
Your ideas matter!
After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevant ideas and examples.
I use appropriate vocabulary.
I speak in full sentences.
I give reasons for my opinions.

- As a young fact-checker for your school's media club page, prepare a presentation for students who scroll daily to help them spot exaggerated 'overnight success' claims about passion projects.
- **Evaluate:** ONE example of a viral post claiming rapid, effortless success, using the previous reliability table.
- **Concede:** Although some quick successes are genuine, most real stories, like Mariam's or Hassan's, involve years of quiet, unglamorous effort. Then, give your conclusion on how to spot the difference.

7.4

Time Well-Spent: Balancing Passion and Priorities

How much time a passion needs.

A passion does not need unlimited free time to survive; it needs a small, protected, repeated amount of time. Communities of hobbyists are increasingly documenting how little time is needed to develop a passion when it is pursued consistently.

Inquiry Questions:

1. **How can someone protect time for a passion without it competing with school or work?**
2. **What does 'consistency over intensity' mean when developing a passion?**

Discussion in groups of four:

Explain

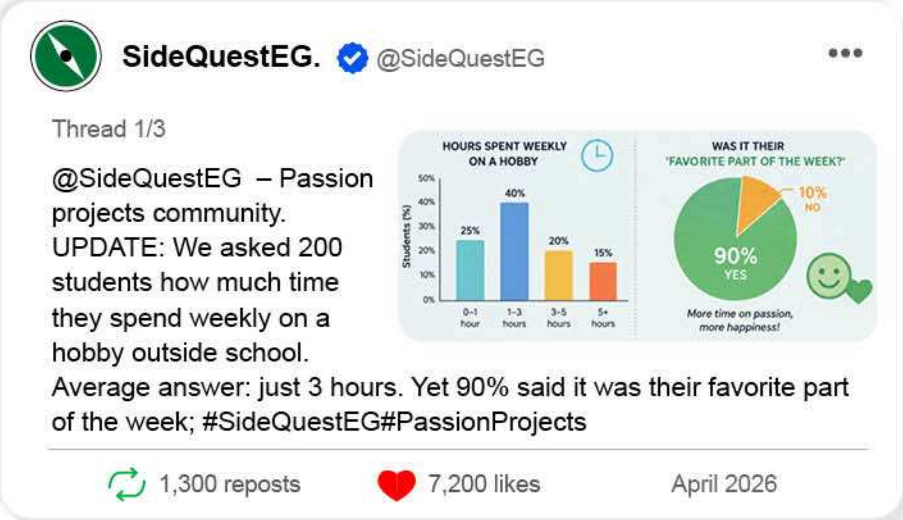
- How much time do you currently spend each week on something you are passionate about?

Evaluate

- Is a small amount of time spent consistently more valuable than a large amount spent occasionally? Justify your view.

Social Media Thread for Analysis

The following is a curated thread from SideQuestEG, a community account documenting how young people balance passion projects with everyday life.



SideQuestEG. @SideQuestEG

Thread 1/3

@SideQuestEG – Passion projects community. UPDATE: We asked 200 students how much time they spend weekly on a hobby outside school.
Average answer: just 3 hours. Yet 90% said it was their favorite part of the week; #SideQuestEG#PassionProjects

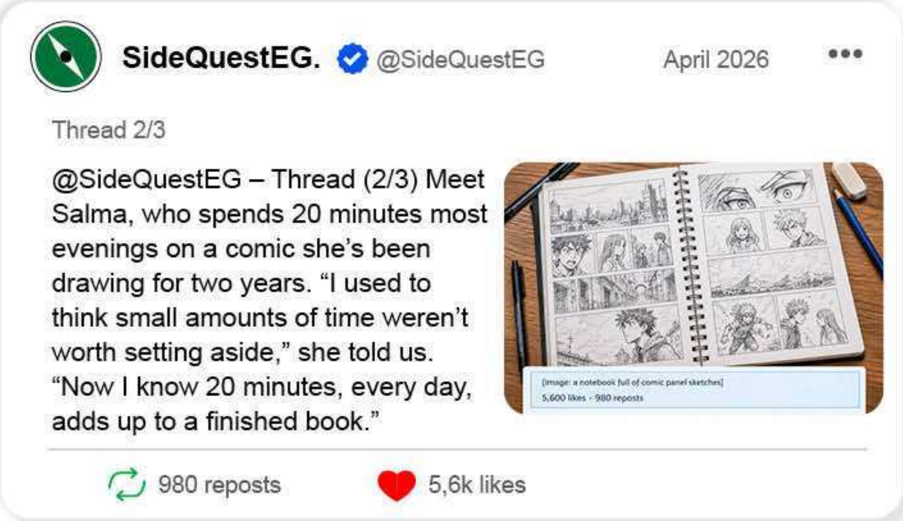
•••
HOURS SPENT WEEKLY ON A HOBBY
Students (%)
50%
40%
30%
20%
10%
0%
25%
40%
20%
15%
0–1 hour
1–3 hours
3–5 hours
5+ hours
WAS IT THEIR 'FAVORITE PART OF THE WEEK?'
10% NO
90% YES
More time on passion, more happiness!

1,300 reposts 7,200 likes April 2026

JRE

(Justify - Reason - Evidence)

How far does the thread demonstrate that consistent effort is more effective than an occasional effort? Justify with evidence from the posts.



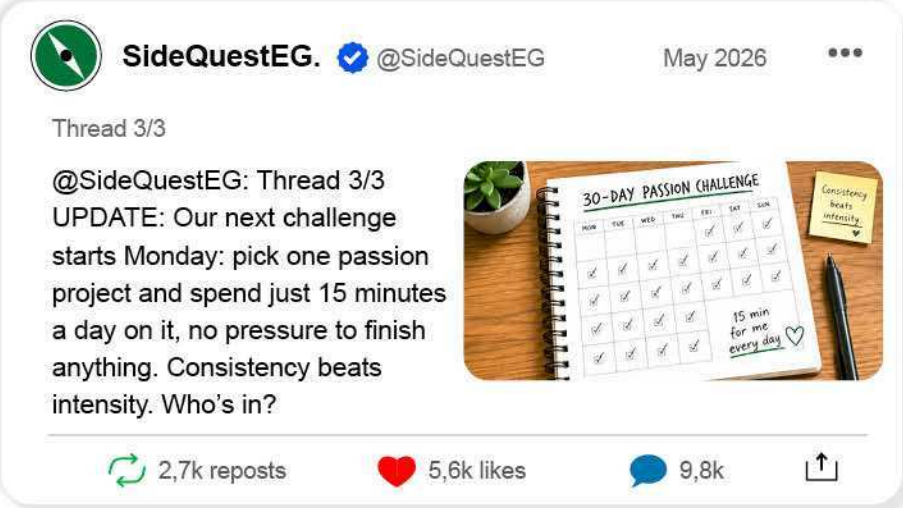
SideQuestEG. @SideQuestEG April 2026

Thread 2/3

@SideQuestEG – Thread (2/3) Meet Salma, who spends 20 minutes most evenings on a comic she's been drawing for two years. "I used to think small amounts of time weren't worth setting aside," she told us. "Now I know 20 minutes, every day, adds up to a finished book."

[Image: a notebook full of comic panel sketches]
5,600 likes · 980 reposts

980 reposts 5,6k likes



SideQuestEG. @SideQuestEG May 2026

Thread 3/3

@SideQuestEG: Thread 3/3 UPDATE: Our next challenge starts Monday: pick one passion project and spend just 15 minutes a day on it, no pressure to finish anything. Consistency beats intensity. Who's in?

2,7k reposts 5,6k likes 9,8k

Media Analysis: Main Features

Word / Expression	Definition / Use in Context
consistency	doing something regularly and reliably over time
deliberate practice	focused, intentional effort aimed at improving a specific skill
burnout	a state of physical or mental exhaustion caused by prolonged stress or overwork
work-life balance	a healthy division of time and energy between responsibilities and personal life
intensity	the amount of energy or effort put into an activity over a short period
sustainable habit	a routine that can realistically continue over a long period without causing harm

Listening

- **Listen to a media report about balancing a passion project with daily responsibilities.**

A **Listen and answer the following questions.**

Explain

- According to the audio, what is the researchers' main piece of advice? Explain in your own words.

Analyze

- According to the audio, what pattern did researchers notice among people who kept a hobby going for years?

- What happened to participants' mood when they skipped their scheduled hobby time?

Evaluate

- The speaker warns against treating a hobby 'exactly like a school subject.' Do you think structure helps or harms a passion project? Use ideas from the audio.

JRE

(Justify - Reason - Evidence)

'A hobby should be scheduled and protected like an appointment, not left to spare moments.' To what extent do you agree or disagree? Defend your opinion.

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Researchers found that the most naturally talented people kept a hobby going the longest.		
2. Participants who skipped their scheduled hobby time on busy days often regretted it.		
3. The audio recommends treating a hobby exactly like a school subject with strict targets.		
4. Some participants protected as little as twenty or thirty minutes a week for their hobby.		
5. The interviews included over a hundred amateur musicians, painters, and athletes.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you heard it.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. self-criticism	**a.** a widely believed idea that is not actually true
2. amateur	**b.** not able to be changed, argued against, or given up
3. non-negotiable	**c.** someone who does an activity for enjoyment rather than as a profession
4. fiercely	**d.** harsh or critical judgment of one's own actions or abilities
5. myth	**e.** with great intensity, determination, or strength of feeling

Presentation Task

Making time for what matters

- As a guest speaker at your school's "Passion and Purpose Day", prepare a 2-3-minute presentation for younger students who believe they are too busy to develop a hobby or passion project.

Your presentation must include:

Describe a passion

- Name a hobby or passion project you enjoy or would like to begin.
- Explain why it is meaningful to you.
- One passion I would like to develop is ...

Explain your routine

- Say how much time the activity realistically needs each week.
- Describe how you can fit it around schoolwork, family responsibilities, and rest.
- I became interested in it when ...
- I used to ..., but now I ...

Show progress

- Explain how small, regular efforts can lead to improvement.
- Give a personal example or evidence from the unit.
- I could set aside ... minutes each ...

Acknowledge a challenge

- Mention one possible difficulty, such as lack of time, pressure, or tiredness.
- Suggest a realistic solution.
- Although I have other responsibilities, ...
- Small, regular efforts can ...
- One possible challenge is ...
- A realistic solution would be ...

Reflect

- Explain why consistency may be more important than intensity.
- End with one piece of practical advice for your audience.
- In my opinion, consistency matters because ...

7.5
Assessment

Summative

Writing Task

- **Write a discursive paragraph or short essay of (150-180) words. Choose ONE of the following:**

A. A hobby is only meaningful if it turns into something bigger, like a business. To what extent do you agree?

B. Building a community around a shared passion is more valuable than achieving individual success in it. Discuss.

C. Consistency matters more than natural talent when developing a passion into a lasting skill. Use examples to evaluate this claim.

Writing Frame — Build your ideas

- The issue of .... is widely discussed today, particularly in the context of young people's hobbies and passions.
- This essay examines multiple perspectives using .... evidence from ....
- On the one hand, ... On the other hand, ...
- Although ...., it is also true that .... This suggests that ....
- She used to ...., but now ....
- In contrast, it has been argued that .... However, ...
- Overall, it can be argued that .... because .... Only when .... will ....

Reflection Questions :

1. How have your views about turning a hobby into something bigger changed during this unit?

2. Which of the four lessons did you find most challenging? Which did you find more difficult to use: *"used to"* or *"would"*? What could you do to improve?

3. Which text in this unit did you find most inspiring, and why was it effective?

4. How did your own hobbies or interests influence the way you interpreted the texts?

5. What new questions do you now have about how you could invest time in a passion of your own?

Self-Assessment

Rate yourself for each skill

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read and identify key details across all text types in this unit.			
	identify tone and evaluative language in personal profiles and media texts.			
Listening	analyze how shared passion can build a genuine community.			
Grammar	use *"used to"* and *"would"* to describe past habits accurately.			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
Writing	write a proposal recommending a passion-based community initiative.			
Media	apply media literacy skills to evaluate exaggerated 'success' claims online.			
JRE	construct structured argument using the JRE framework			

One skill I want to work on:

………………………………………………………………………………………………

………………………………………………………………………………………………

One thing I am proud of in this unit:

………………………………………………………………………………………………

………………………………………………………………………………………………

Concept 8 Identity Across Time

UNIT
8
Pathways to Progress

Unit Overview

In a rapidly changing world, success depends on both knowledge and practical skills. This unit explores how vocational education prepares young people for future careers while supporting economic development. You will explore vocational pathways in Egypt and around the world, investigate workforce needs, and explore how skills, innovation, and entrepreneurship contribute to national progress. Through reading, discussion, research, speaking, and writing activities, you will develop the knowledge and communication skills needed to make informed decisions about your future careers.

Through four integrated lessons, you will build your language proficiency across the four key skills.

You will be able to :

Reading: analyze articles and personal narratives to identify how vocational education and workforce skills shape career pathways.

Listening: listen to an international youth conference discussion and distinguish stated from unstated information about vocational systems around the world.

Speaking: give a presentation about a vocational pathway or workplace skill, expressing a clear opinion and responding to an opposing viewpoint.

Writing: write informative, persuasive, and reflective texts (blog posts, recommendation reports, and personal development plans) using appropriate organization and supporting evidence.

Content Objectives	Language Objectives
You will: • identify key vocational fields, career pathways, and workforce needs. • examine the role of vocational education in preparing students for future careers. • analyze the relationship between skills development, employability, and economic growth. • evaluate the impact of vocational education on individuals and communities. • use the JRE (Justify - Reason - Evidence) framework to justify career choices and solutions to workforce challenges using evidence and real-world examples.	**You will:** • apply vocabulary related to vocational education, workforce development, and innovation in context. • use the present continuous tense correctly and accurately. • present ideas, justify opinions, and participate effectively in discussions. • write informative, persuasive, and opinion texts using appropriate organization and supporting evidence. • analyze and communicate information from a variety of texts and research sources using clear academic language.

Inquiry Question ?

- **How do vocational education and workforce skills shape a nation's progress?**

Pathways to Progress

Education	Skills Training	Employment	Innovation	National Progress
Academic and vocational schooling	Hands-on, practical workplace experience	Entering the workforce	Applying skills to solve real problems	A stronger workforce and economy
e.g. preparatory school, vocational programs	*e.g. workshops, training centers*	*e.g. tourism, IT jobs*	*e.g. smart cities, digital transformation*	*e.g. economic growth, a brighter future*

Every skilled worker began this pathway with a single decision — what will yours be?

Explain

- Why might a country invest heavily in vocational training but still struggle with unemployment?

Analyze

- How do you think innovation and entrepreneurship change what employers expect from graduates?

Evaluate

- Which stage of the pathway do you think matters most for a country's development? Explain your reasoning.

- **Look at the picture and discuss with a partner:**

How can learning practical skills help people succeed in their careers?

SKILLS TODAY,
SUCCESS TOMORROW
Building Careers. Empowering Futures.
CAREER PATHWAYS
Succeed
Practice
Learn

SECTION A : Bridging Skills and Future Careers

8.1

Vocational Education in Egypt

Why do you think vocational education is important for young people in Egypt today?

Vocational education is important because it equips young people with practical skills, helps them find jobs more quickly, and supports Egypt's economic growth.

Inquiry Question:

- **What fields do vocational schools focus on?**

Discussion in groups:

Analyze

- How is vocational education different from traditional academic education?

Evaluate

- What skills do you think are most useful for Egypt's future workforce?

Listening

Vocational Education in Egypt*

VOCATIONAL EDUCATION
BUILDING SKILLS FOR A BETTER FUTURE
RENEWABLE ENERGY
A CLEANER TOMORROW

*(*Source: Adapted from a vocational education report*)

A **Listen and answer the following questions.**

Explain

- Why did Omar choose vocational education instead of the traditional academic route?

....

- How does vocational education differ from traditional academic education?

....

JRE

(Justify - Reason - Evidence)

To what extent can vocational education help reduce unemployment and support economic development in Egypt? Use evidence from the audio to support your answer.

Listen

JRE

(Justify - Reason - Evidence)

To what extent is vocational education as valuable as traditional academic education for young people's future careers? Support your answer with examples and ideas from the audio.

Analyze

- What actions has the Egyptian government taken to support vocational education?

....

- What skills do students develop through vocational education?

....

Evaluate

- How does vocational education contribute to Egypt's future development?

....

B **Listen again and state whether the following statements are True (T), False (F), or Not Given (NG). Justify your answers.**

Statement	T / F / NG	Justify your answer
1. Omar chose a vocational program in engineering.		
2. Vocational education focuses mainly on theoretical subjects.		
3. New schools and training centers have been established to support vocational education.		
4. Employers value the problem-solving and teamwork skills developed through vocational education.		
5. Vocational education guarantees employment for every graduate.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you looked.

Vocabulary

A **Match the following words with their meanings.**

Words	Meanings
1. economic development	**a.** training in specific jobs and careers
2. equip	**b.** all the people available for work
3. workforce	**c.** abilities used directly in real tasks
4. practical skills	**d.** learning by doing, not just theory
5. hands-on experience	**e.** growth and improvement of a country's economy
6. vocational education	**f.** to provide someone with the tools, skills, or knowledge they need

B **Complete the summary using words from the box.**

workforce – practical skills – equips –
hands-on experience – economic development –
vocational education

1. .... helps students prepare for specific careers through practical training.

2. Employers often look for candidates who have strong .... and can perform real tasks effectively.

3. Students gain valuable .... when they practice tasks in workshops and training centers.

4. Vocational education .... students with the skills they need for future careers.

5. A skilled .... is essential for the success of any country's economy.

6. Investing in education and industry can support .... and improve living standards.

C **Use THREE of the key vocabulary words in sentences of your own.**

Example: "Vocational education prepares students for the workplace."

....

....

....

....

....

....

....

Speaking

The Career Pitch Panel (Group Discussion)

You are a team of educational consultants. Your job is to pitch a new vocational training program to a board of investors. Choose one field: Renewable Energy, Healthcare, or Information Technology.

Steps:

- Preparation (5 minutes): In your group, discuss the following:
- **The Gap:** What problem in the current labor market will this program solve?
- **Skills:** List three practical skills students will master.
- **The Future:** How will this program help Egypt's economic development?
- **The Pitch** (3 minutes): Present your program to the class. Use at least three key vocabulary words from the lesson.
- **Q&A:** The class will act as the board and ask two questions about your program's feasibility.

Tip:

Use persuasive language (e.g., "Our program ensures," "This initiative will bridge the gap," "We aim to provide...")

Pitch Panel

A pitch panel is a discussion where people present or "pitch" ideas or proposals to an audience or decision makers.

8.2

International Vocational Voices Online

Why is it useful for students in Egypt to learn about vocational education systems in other countries?

Exploring international vocational systems allows us to benchmark our local skills against global standards, foster cross-border professional collaboration, and adapt innovative training techniques that drive economic competitiveness.

Inquiry Question:

- **What vocational fields are currently prioritized in European and North African industrial sectors compared with Egypt's?**

Discussion in groups of four:

Explain

- How do vocational schools reflect the economic needs of a country?

Evaluate

- Which vocational fields do you think are most important for international cooperation? Why?

JRE

(Justify - Reason - Evidence)

To what extent can international cooperation improve vocational education and workforce development? Support your answer with examples from the discussion above.

International Vocational Voices Online*

** "Adapted from an international youth – conference transcript – produced by the national curriculum development team and inspired by community initiatives."*

Ahmed from Egypt, Giulia from Italy, Youssef from Algeria, Nadia from Egypt, and Dimitri from Greece are participating in an online youth conference about vocational education.

Ahmed (Egypt):

Hello, everyone! My name is Ahmed, and I am from Egypt. I'm studying at an agricultural vocational school. We learn about modern farming techniques, irrigation systems, crop production, and livestock care. I chose this field because agriculture is essential for Egypt's future. Our country is undertaking large-scale development projects in desert areas to expand agricultural land, increase food production, and raise livestock. Skilled agricultural workers are needed to support these projects. I enjoy the practical side of my studies because, as we say, practice makes perfect. You cannot become a successful farmer or agricultural technician through theory alone.

JRE

(Justify - Reason - Evidence)

To what extent do vocational education programs reflect the economic priorities of different countries? Use evidence from the passages to support your answer.

Giulia (Italy):

Hello! My name is Giulia, and I am from Italy. I am studying culinary arts at a vocational school in Rome. We are learning professional cooking techniques, pastry making, and food presentation. I love this field because it combines creativity with technical skills. Italy is famous for its food culture, so vocational schools play an important role in preparing students for careers in restaurants, hotels, and tourism.

Youssef (Algeria):

Hi, everyone. My name is Youssef, and I am from Algeria. I'm studying IT and cybersecurity. We focus on protecting networks and digital systems from cyberattacks. Technology is becoming essential across industries, so cybersecurity professionals are needed everywhere. It's better to be safe than sorry, which is why our training emphasizes prevention and security. In Algeria, many students are choosing technology-related careers as the digital economy grows rapidly.

Nadia (Egypt):

Hello! I am Nadia, and I come from Egypt. I'm studying tourism and hospitality management. We learn about hotel operations, customer service, and event planning. Tourism is one of the most important sectors of the Egyptian economy, so vocational schools help students develop the skills employers need. This creates many career opportunities and supports our country's development.

Dimitri (Greece):

Hello, everyone. My name is Dimitri, and I am from Greece. I study marine engineering. We learn about ship systems, navigation technology, and engine maintenance. Greece has one of the world's largest shipping industries, so skilled marine engineers are always in demand. The work can be challenging, but as we say, smooth seas do not make skillful sailors. Difficult experiences help us become stronger professionals.

Ahmed (Egypt):

Listening to all of you has shown me that vocational schools in different countries prepare students for different industries. However, they all share the same goal: helping young people gain practical skills, find meaningful careers, and contribute to their countries' development.

Comprehension Check

A **Read and answer the following questions.**

Explain

- Why did Ahmed choose to study at an agricultural vocational school?

....

- How does Giulia connect her field of study to Italian culture?

....

Analyze

- Why does Youssef believe cybersecurity is important?

....

- How does vocational education support Egypt's tourism industry?

....

Evaluate

- Do you agree with Ahmed's decision to attend a vocational school? Give evidence from the text.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Ahmed studies at an agricultural vocational school in Egypt.		
2. Giulia believes culinary arts require creativity and technical skill.		
3. Youssef thinks cybersecurity is only useful for technology companies.		
4. Tourism is an important sector of the Egyptian economy.		
5. Dimitri hopes to work for an international company after graduation.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

A **Match the following words with their definitions.**

Words	Meanings
1. agricultural vocational school	**a.** study of ships and maritime systems
2. culinary arts	**b.** protecting digital systems and networks
3. cybersecurity	**c.** professional cooking and food preparation
4. hospitality management	**d.** training in farming, crop production, and livestock care
5. marine engineering	**e.** managing services for guests in hotels and tourism

B **Read and complete the summary using words from the box.**

agricultural vocational school – culinary arts – cybersecurity – hospitality management – marine engineering

1. Students at a/an .... learn about farming techniques and animal husbandry.

2. Protecting computer networks is the main purpose of ....

3. Giulia studies .... because she enjoys cooking and food presentation.

4. Greece's shipping industry creates many opportunities in ....

5. Nadia studies .... because tourism is important to her country's economy.

Grammar Focus

The Present Continuous Tense

We use the present continuous to describe actions happening right now, temporary situations, and current trends in the world of work, which is useful for discussing how the modern workplace is changing.

Structure / Form	Example
Affirmative: subject + am/is/are + verb-ing	Employers are looking for candidates with strong soft skills.
Negative: subject + am/is/are + not + verb-ing	Employers aren't looking for candidates with poor soft skills.
Question: Am/Is/Are + subject + verb-ing?	Are you developing your communication skills this term?
Present continuous for current trends	The job market is changing faster than ever before.
Present continuous for temporary actions	She is currently completing an internship at a local company.

Grammar in Context

A **Complete the sentences with the correct present continuous form of the verb in brackets.**

This term, our school (1)........................ **(offer)** several new career-based activities. Many students (2)........................ **(take)** part in practical workshops. Some of them (3)........................ **(learn)** how to use modern tools, while others (4)........................ **(develop)** their communication skills. Our teachers (5)........................ **(not/teach)** through lectures only; they are using real-life tasks too. (6)........................ **(Be)** the students (7)........................ **(prepare)** for future careers?

B **1. Which sentence is grammatically correct?**

a. The students is learning new workplace skills.
b. The students are learn new workplace skills.
c. The students are learning new workplace skills.
d. The students learning new workplace skills.

2. a. Sara is preparing for her job interview.
   b. Sara are preparing for her job interview.
   c. Sara is prepare for her job interview.
   d. Sara preparing for her job interview.

3. a. The manager are explaining the task now.
   b. The manager explaining the task now.
   c. The manager is explain the task now.
   d. The manager is explaining the task now.

4. a. We are working on a school project.
   b. We is working on a school project.
   c. We are work on a school project.
   d. We working on a school project.

5. a. Ahmed and Ali is attending a training course.
   b. Ahmed and Ali are attend a training course.
   c. Ahmed and Ali are attending a training course.
   d. Ahmed and Ali attending a training course.

Speaking

Global Skills Roundtable

Imagine that you are attending an international youth conference on vocational education.

Choose a vocational field and explain:

- what skills students learn.
- why the field is important in your country.
- how it can help solve a global challenge.
- why countries should cooperate in this field.

Requirements

- Support your ideas with examples.
- Use at least two sentences in the present continuous tense.
- Use at least one idiom from the lesson.

Writing in Action

How to Write a Reflective Blog Post

A reflective blog post is personal, engaging, and easy to read.

Key Characteristics

Main Features	Tasks
- Catchy Title	• Choose a title that attracts the reader's attention.
- Personal Voice	• Use the first person (I, my, me) to share your thoughts and experiences.
- Clear Purpose	• Introduce the topic and explain why it is important to you.
- Organized Ideas	• Present your ideas in logical paragraphs with supporting details and examples.
- Engaging Conclusion	• End with a final thought, recommendation, or reflection.

Suggested Structure

Title

- Write a catchy title.

Introduction

- Introduce your dream career.
- Explain why it interests you.

Body Paragraph

- Describe the skills needed.
- Explain how the career helps society or the economy.

Conclusion

- Summarize your opinion.
- Explain your future goals.

Writing Task

My Vocational Dream

Write a reflective blog post (150–180) words about your dream career.

Your writing should include:

- The vocational field you would like to study.
- The skills required for success.
- How the field contributes to society or the economy.
- Why the career interests you.

Writing Checklist

1. I use the present continuous form. ☐
2. My blog post includes field-specific vocabulary. ☐
3. I organize my ideas. ☐

SECTION B : Building Future Professionals

8.3

The Egyptian-Japanese Schools (EJS)

Why are teamwork, responsibility, and character development as important as technical knowledge in preparing students for future careers?

Teamwork, responsibility, and character development are as important as technical knowledge because they help people work effectively with others, solve problems, and behave professionally in the workplace. While technical skills can often be taught through training, qualities such as discipline, communication, reliability, and respect take time to develop. Employers value workers who can cooperate with colleagues, adapt to challenges, and take responsibility for their actions. Therefore, success in future careers depends not only on what people know but also on how they work and interact with others.

Inquiry Question:

- **What is the main goal of Tokkatsu? How does it help students develop life skills in addition to academic knowledge?**

Discussion Questions:

Explain

- How does the EJS (Egyptian-Japanese Schools) model balance academic learning with character development and life skills?

Analyze

- Why are teamwork, responsibility, discipline, and communication considered essential skills for future careers?

JRE

(Justify - Reason - Evidence)

To what extent should schools focus on character development as well as academic achievement? Support your answer with evidence from the text.

A Different Way to Learn*

*(*Source: Adapted from a report on the Egyptian-Japanese School System*)

The Egyptian-Japanese Schools (EJS) are the outcome of a partnership between Egypt and Japan that aims to prepare students not only for exams but also for life. While students follow the Egyptian national curriculum, they also participate in Tokkatsu activities that focus on teamwork, responsibility, and character development.

In many schools, success is often measured by test scores.

CLEANING TIME
RESPECT OUR ENVIRONMENT
SHARE RESPONSIBILITIES
BUILD A BETTER COMMUNITY

However, supporters of the EJS model believe that students should also learn how to cooperate with others, solve problems, and contribute positively to their communities. Through daily activities, students develop skills that are valuable both inside and outside the classroom.

One of the most well-known Tokkatsu activities is Cleaning Time (Soji). Instead of relying on others to clean the school, students work together to clean classrooms and shared spaces. This activity teaches responsibility, respect for the environment, and appreciation for all forms of work. Students also participate in group discussions and class meetings where they share ideas, solve problems, and make decisions together.

Advocates of the EJS system believe that these experiences help students develop important workplace skills. Employers often report that technical knowledge can be taught relatively quickly, whereas core values such as discipline, teamwork, communication, and respect require years to develop. Consequently, EJS schools aim to prepare students for future careers by strengthening both their academic abilities and their character.

As the world becomes increasingly interconnected, employers are looking for individuals who can collaborate, adapt, and lead. The EJS model demonstrates that education is not only about acquiring knowledge but also about developing the habits and attitudes needed for lifelong success.

JRE

(Justify - Reason - Evidence)

To what extent can the EJS model help prepare students for the demands of the modern workplace? Use examples from the passage to justify your answer.

Comprehension Check

A **Answer the following questions.**

Explain

- What is the main goal of the *Tokkatsu* approach?

....

- How does *Cleaning Time* help students develop responsibility?

....

Analyze

- What skills do students develop through group discussions and class meetings?

....

- Why do employers value qualities such as discipline and teamwork?

....

Evaluate

- How does the EJS model prepare students for future careers?

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. EJS students only focus on academic achievement.		
2. Students help clean classrooms and shared spaces.		
3. Tokkatsu activities are designed to develop character and teamwork.		
4. Egyptian-Japanese schools believe technical knowledge is more difficult to teach than discipline.		
5. Every Egyptian-Japanese school holds cleaning time at the end of each school day.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

A **Match the following words with their meanings.**

Words	Meanings
1. partnership	**a.** gratitude or thanks
2. appreciation	**b.** work together to achieve a goal
3. relatively	**c.** the ability to control one's behavior and working responsibly
4. collaborate	**d.** to a certain degree; not completely
5. discipline	**e.** a relationship in which two or more people work together to achieve a goal

B **Complete the sentences using the words in the box.**

partnership – appreciation – relatively – collaborate – discipline

1. The vocational course was .... short, but useful.

2. Students .... to complete a project as part of their training.

3. They showed their .... for their teachers by thanking them.

4. Success in vocational education requires ...., regular practice and persistence.

5. Vocational schools formed a .... with local companies to provide students with training.

Writing in Action

How to Write a Recommendation Report

A recommendation report is a formal piece of writing that suggests an idea or action and explains why it should be adopted.

Key Characteristics

Main Features	Tasks
- Clear purpose	• State what you are recommending.
- Formal tone	• Use objective language and avoid informal expressions.
- Reasons and evidence	• Explain why your recommendation is useful and support it with examples.
- Logical organization	• Present your ideas in a clear order.
- Action-oriented conclusion	• End by encouraging the reader to consider or adopt your recommendation.

Section	Useful Language
Making Recommendations	'It is recommended that...' / 'The school should consider...' / 'One effective practice would be...' / 'This activity could help students...'
Giving Reasons	'This would improve...' / 'Furthermore,...' / 'Consequently,...' / 'As a result,...' / 'In addition,...'

Suggested Structure

Introduction

- State the purpose of the report.
- Introduce the activity you recommend.

Recommendation

- Describe the activity.
- Explain how it works.

Benefits

- Explain how it will improve student behavior, teamwork, responsibility, or communication.
- Provide examples or evidence.

Conclusion

- Summarize your recommendation.
- Encourage the school to adopt the activity.

Writing Task

Write a recommendation report of (150–180) words for your school principal suggesting one Tokkatsu activity that could improve student behavior, teamwork, or responsibility.

Your Report Should Include

- A clear recommendation.
- Reasons for adopting the activity.
- Expected benefits for students.
- Evidence or examples from the EJS model.

8.4

The Skills Employers Really Want

Why do employers value soft skills as much as technical skills?

Employers value soft skills because technical skills help people get jobs, while communication, teamwork, adaptability, and responsibility help them succeed, solve problems, and work effectively.

Inquiry Question:

- **Which soft skills are most frequently requested by employers today? Why are these skills important in the modern workplace?**

Discussion Questions:

Explain

- Why are soft skills essential for success in the modern workplace?

Evaluate

- How can schools better prepare students for the challenges of the modern workplace?

JRE

(Justify - Reason - Evidence)

To what extent do employability skills contribute to career success in the modern workplace? Support your answer with evidence from the audio.

Listening

From School to Work *

*(*Source: Adapted from a workforce development and education reform report*)

Listen

A **Listen and answer the following questions.**

Explain

- Why are employers looking for more than academic qualifications today?

....

- What qualities do employers value in addition to technical knowledge?

....

Analyze

- How are education systems changing to meet the needs of the modern workplace?

- How does the Egyptian-Japanese School help students develop employability skills?

Evaluate

- Why is the transition from school to work considered an important challenge?

B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Employers only care about academic qualifications.		
2. Communication and teamwork are important workplace skills.		
3. Technical knowledge is always more difficult to teach than responsibility.		
4. The EJS model includes collaborative activities and classroom responsibilities.		
5. Modern education aims to prepare students for both life and work.		

NOTE: If you mark a statement Not Given (NG) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you looked.

Vocabulary

A **Match the following words with their meanings.**

Words	Meanings
1. employability	**a.** to be able to adjust to new situations
2. adaptable	**b.** the skills needed to gain and keep a job
3. academic qualifications	**c.** moving from education to employment
4. transition from school to work	**d.** certificates or degrees gained by completing courses or passing examinations

B **Complete the sentences using the words in the box.**

employability – adaptable – academic qualifications – transition from school to work

1. Good .... can help you find a suitable job.

2. Students need support during their ....

3. Employees should be .... because they often face changing conditions.

4. Education should improve students' .... and prepare them for future careers.

Speaking

Career Skills Ranking

Work in groups.

Rank the following skills from the most important to the least important for future careers:

- Communication
- Problem-solving
- Leadership
- Teamwork
- Adaptability

Requirements

- Explain your ranking.
- Use at least two expressions of opinion.
- Support your ideas with reasons and examples.

Useful Expressions

- In my opinion... / I believe that...
- I strongly believe that... / This skill is important because...
- Therefore,...

Writing in Action

Personal Development Plan

A Personal Development Plan (PDP) helps you identify the skills you want to improve and the actions you will take to achieve your goals.

Key Characteristics

Main Features	Tasks
- Clear Goal	• Identify the skill you want to develop.
- Stating Goals	• Explain why this skill is important for your future career.
- Action Plan	• Describe the steps you will take to improve the skill.
- Realistic Targets	• Set achievable goals and practical actions.
- Future Focus	• Explain how the skill will help you succeed in the future.

Section	Useful Language
Stating Goals	'I would like to improve...' / 'One skill I need to develop is...' / 'My goal is to strengthen...'
Explaining Reasons	'This skill is important because...' / 'It will help me...' / 'Employers value this skill because...'
Describing Actions	'I plan to...' / 'I will practice...' / 'I intend to...' / 'To achieve this goal, I will...'

Suggested Structure

Introduction

- State the skill you want to improve.

Goal

- Explain why the skill is important.

Action Plan

- Describe the steps you will take to develop it.

Conclusion

- Explain how the skill will support your future career.

Writing Task

Write a personal development plan (150–180) words explaining:

- Which employability skills you would like to improve.
- Why these skills are important for your future career.
- How you plan to develop them.
- How these skills can help you succeed in the workplace.

....

....

....

....

....

....

....

....

....

....

....

....

Personal Development Plan: Writing Rubric

1. Identify one or more skills you want to improve. ☐

2. Explain why these skills are important for your future career. ☐

3. Include a clear personal goal. ☐

4. Describe specific actions you will take to develop the skill(s). ☐

5. Explain how the skill(s) will help you in the future. ☐

6. Use at least two connectors (because, since, therefore, furthermore, in addition). ☐

7. Organize your writing into clear paragraphs. ☐

8. Use vocabulary related to employability skills and careers. ☐

9. Check your spelling, grammar, and punctuation. ☐

8.5 Assessment

Summative

Writing Task

- **Choose ONE of the following questions and write a discursive or opinion essay of (150-180) words:**

A. Should vocational education receive the same recognition as university education?

B. Which skills are most important for future careers?

C. How can schools better prepare students for the modern workplace?

Writing Frame

Your essay should

- present a clear opinion or argument.
- include supporting reasons and relevant examples.
- use evidence and ideas from the unit.
- use appropriate connectors to link ideas.
- follow a clear introduction–body–conclusion structure.

Reflection Questions :

1. What was the most valuable idea you learned in this unit?

....

2. Which career pathway interests you most? Why?

....

3. What employability skill would you like to improve? How do you plan to develop it?

....

4. How can vocational education contribute to Egypt's economic development?

....

5. How has your understanding of future careers changed after studying this unit?

....

Self-Assessment

Rate yourself for each skill

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can...	★★★	★★	★
Reading	understand vocational education and career pathways.			
	analyze workforce needs and future careers.			
Vocabulary	use career and employability vocabulary accurately.			
Grammar	use logical connectors and the present continuous accurately.			
Speaking	participate in discussions, pitches, and presentations.			
Writing	write reports, blog posts, and personal development plans.			
Reflection	justify ideas with evidence and examples.			
JRE	use the JRE framework to justify,career choices and solutions to workforce challenges using evidence and real-world examples.			

One skill I want to work on:

....

....

....

One thing I am proud of in this unit:

....

....

....

Consolidation Review D

1 Choose the correct answer from a, b, c or d.

1. The number of small requests gradually accumulated until Mariam needed a clear system for organizing her cake orders.

What does **"accumulated"** mean in this context?

a. Were divided equally.

b. Disappeared without warning.

c. Became less valuable.

d. Built up gradually over time.

2. Career researchers warn that turning a hobby into paid work can sometimes drain the joy from it.

What does **"drain"** mean in this context?

a. Measure something accurately.

b. Remove or reduce something gradually.

c. Increase something quickly.

d. Share something with a group.

3. Salma improved through **consistency**: she practiced for a short time every day instead of working for many hours only once a month.

Which word is closest in meaning to **"consistency"** in this context?

a. difficulty b. regularity

c. intensity d. completion

4. Omar is preparing for his future career. He joins a communication course, works successfully on team projects, and learns to adapt when tasks change. These experiences improve his **employability**.

What does **"employability"** mean in this context?

a. The process of leaving school early.

b. The amount of money earned in one job.

c. The ability to gain and keep suitable employment.

d. The study of only technical subjects.

5. A list of people waiting for a service or product is called a ....

a. career pathway
b. labor market
c. work-life balance
d. waiting list

6. To be able to adjust successfully to new situations means you're ....

a. adaptable
b. economic
c. ambitious
d. hospitable

7. Students who work together to complete a shared project take part in .... learning.

a. individual
b. unpaid
c. collaborative
d. temporary

8. Mariam .... think of baking as paid work; she originally did it only for fun.

a. didn't use to
b. wouldn't used to
c. wasn't use to
d. didn't used to

9. When Hassan first ran the chess club, he .... arrive early every Thursday to prepare the boards.

a. is used to
b. used
c. would
d. would to

10. Many vocational schools .... stronger links with employers this year.

a. developed now
b. develops
c. is developed
d. are developing

11. The job market is changing rapidly; ...., students need to develop adaptable skills.

a. although
b. therefore
c. because of
d. despite

12. What is the purpose of a catchy title in a blog post?

a. To replace the introduction.
b. To provide a formal signature.
c. To list every source used.
d. To attract the reader's attention.

13. Which feature is essential in a recommendation report?

a. A fictional ending with a surprise.
b. An informal conversation with the reader.
c. Clear advice supported by reasons and evidence.
d. A list of unrelated personal memories.

14. A personal development plan should include ....

a. a story with several characters
b. only a description of past achievements
c. realistic targets and practical actions
d. instructions for completing an examination

15. Which sentence is most appropriate in a formal recommendation report?

a. It is recommended that the school introduce a weekly skills workshop.

b. You must change the programme immediately.

c. I think this idea is really cool and fun.

d. Why has nobody fixed this problem yet?

2 Only one sentence in each group is grammatically correct. Choose the correct answer.

1. a. Omar use to repair old radios after school.

b. Omar uses to repair old radios after school.

c. Omar used to repair old radios after school.

d. Omar did used to repair old radios after school.

2. a. Every Saturday, Mariam would decorating cakes for her relatives.

b. Every Saturday, Mariam would to decorate cakes for her relatives.

c. Every Saturday, Mariam would decorated cakes for her relatives.

d. Every Saturday, Mariam would decorate cakes for her relatives.

3. a. Employers are looking for adaptable graduates.

b. Employers is looking for adaptable graduates.

c. Employers looking for adaptable graduates.

d. Employers are look for adaptable graduates.

4. a. The course is difficult; however, it provides valuable experience.

b. The course is difficult because of it provides valuable experience.

c. The course is difficult; therefore it provide valuable experience.

d. Although the course is demanding; it provides valuable experience.

5. a. It is recommend that the school introducing a weekly teamwork activity.

b. It is recommended that the school introduce a weekly teamwork activity.

c. It recommended the school to introduces a weekly teamwork activity.

d. It is recommending that the school introduced a weekly teamwork activity.

3 Read the text, then answer the questions.

From a Hobby to a Future Path

At fourteen, Omar repaired old radios at home because he enjoyed discovering why they stopped working. He had no business plan and did not imagine that the hobby would influence his future. At first, he used to work alone at a small desk, and every Friday he would test one damaged device borrowed from a relative. The activity was relaxing, but it also taught him patience, careful observation and the satisfaction of solving a real problem.

Small opportunities **accumulated** gradually. A neighbor asked Omar to examine a broken speaker, a teacher invited him to demonstrate a simple repair at a school fair, and several classmates began bringing him devices. Before long, he had a waiting list. Omar realized that enthusiasm alone was not enough: he needed better organization, safe tools and people who could share the work. He invited three friends with similar interests, and their private hobby began to form a small community.

The turning point came when the school opened an after-school vocational workshop. There, the group gained hands-on experience in electrical safety, tool use and basic design. They also learned to divide tasks, explain technical ideas clearly and evaluate whether a repair was worth attempting. These skills mattered beyond the workshop. Employers are increasingly looking for people who can adapt to change, communicate effectively and solve unfamiliar problems instead of simply repeating memorized information.

Omar and his friends then created a monthly Repair Circle at the local youth centre. It was not a business: repairs were free, and no item was guaranteed to be fixed. Visitors watched the process, while younger students learned how to identify simple faults and use tools responsibly. The group did not accept every broken device; it selected a manageable number so that members could learn carefully rather than rush. The project therefore combined community service, collaborative learning and practical career preparation.

During the first months, Omar nearly turned the project into another source of pressure. He accepted too many requests, stayed late and began to lose the enjoyment that had started everything. The group responded by setting clear roles and a realistic schedule. Each member practised regularly, but nobody was expected to work for hours every day. This change showed them that consistency can be more sustainable than intensity and that protecting a healthy work-life balance can prevent burnout.

Two years later, Omar is preparing to study electronics, and one of the younger members now leads part of each Repair Circle session. Omar's passion created an opportunity, but its value cannot be measured only in money. It gave him confidence, employability skills and a possible career pathway; it also left a community that can continue without him. His experience shows how personal interests, practical education and mentoring can work together to support both individual progress and wider social development.

A. Choose the correct answer from a, b, c or d.

1. The main idea of the text is that a hobby ………… .

a. becomes valuable only when it produces a large amount of money

b. can grow into community service and career preparation through training and consistent effort

c. should remain completely separate from school and future employment

d. can succeed only when one person manages every part of it alone

2. According to paragraph 2, Omar created a small group because ………… .

a. the school required every student to establish a business

b. he wanted to stop repairing devices and choose a different hobby

c. the growing number of requests required organization and shared work

d. his friends already had professional qualifications in electronics

3. The writer mainly aims to ………… .

a. show how passion, practical learning and sustainable habits can create wider opportunities

b. prove that all hobbies should immediately be turned into paid businesses

c. persuade students to study electronics instead of every other vocational field

d. explain why community projects should avoid involving younger learners

4. Choose an appropriate heading for paragraph 5.

a. Why Intensity Always Wins

b. The End of Practical Learning

c. A Business Without Customers

d. Protecting Progress from Burnout

B. Find evidence from the text.

5. Find a sentence in paragraph 4 that shows the Repair Circle balanced service with careful learning.

……………………………………………………………………………………………

……………………………………………………………………………………………

C. Answer the following questions.

6. Explain why the vocational workshop made Omar's project safer and more effective. Give evidence from the text to support your analysis.

....

....

7. How does the final paragraph connect Omar's personal passion with wider social development? Analyze your answer with evidence from the text

....

....

8. To what extent is the community Omar built more valuable than his personal career development? Justify your answer and use evidence from the text.

....

....

4 Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Mariam's cake business developed through an accumulation of small requests and recommendations rather than through one fixed plan.

- Mariam planned a complete business before she began baking cakes.

True	
False	
Justification	

2. The Egyptian-Japanese School model combines academic learning with responsibility, teamwork and personal development.

- The EJS model focuses only on examination results and technical knowledge.

True	
False	
Justification	

3. Regular deliberate practice can form a sustainable habit and reduce burnout.

- Consistency can be more effective than rare periods of intense effort.

True	
False	
Justification	

4. A recommendation report gives a clear proposal supported by reasons and evidence.

- It should explain why the suggested action should be adopted.

True	
False	
Justification	

5 Read the diary entry, then answer the questions.

I almost bought a new phone after watching several reviews online. To make a sensible choice, I compared repair costs, battery life, and the price of a refurbished model. I finally repaired my old phone and used the money I saved to buy a course in graphic design. The experience reminded me that advertisements can create a need that may not be real.

1. Identify two factors the writer considered before deciding which phone to buy. Explain why one factor was important.

....

....

....

2. What does the writer's final decision suggest about digital consumption? Support your answer with evidence from the diary entry.

....

....

....

6 Complete the sentences using the correct form of the word in brackets.

1. Regular practice builds .... (**consistent**) and helps learners improve over time.

2. Communication and adaptability can increase a graduate's .... (**employ**).

3. The project succeeded because of effective .... (**collaborate**) among the students.

7 Complete the following text with the appropriate structure.

Years ago, Kareem (1) .... **(repair)** toys only for fun. Every Friday, he (2) .... **(spend)** hours testing simple ideas. Today, he (3) .... **(train)** at a vocational centre, and local employers (4) .... **(look)** for young people with practical skills. He still follows a balanced routine because regular practice (5) .... **(help)** him improve without burnout.

8 Give words or phrases from the text that could meaningfully replace the words in the box below.

Hassan was initially blunt when younger players made mistakes, but he genuinely wanted them to improve. By continuing to show up every week, he created a chess club where skills could be passed on. His greatest legacy was not a trophy; it was the confidences and opportunity that younger student gained from the club.

Word or Phrase	Meaning
1. heritage	....
2. Attend	....
3. Truly	....
4. transfer	....
5. outspoken	....

9 Use an appropriate text type from the options below the task. Write 150 to 180 words.

You read an article which is discussing whether personal well-being is an individual responsibility or whether school, families, and communities should help. Write a text in which you express your point of view.

- Argumentative paragraph
- Persuasive paragraph
- Analytical paragraph

....

....

....

....

....

....

....

....

....

Concept 9 Belonging & Well-being

Schools shape who we are
SCHOOL
Belonging
— AND —
Well-being
We connect. We support.
We grow together.
Mentors and friends guide us
Our stories matter online
Small actions, big impact

UNIT
9

Circles of Belonging

BELONGING
AND
WELLBEING

Unit Overview

This unit explores the concept of Belonging and Well-being by examining how relationships, schools, and communities shape a person's sense of identity and emotional health. You will study personal stories of belonging, the mentors and friends who help people grow, small initiatives that stop people feeling left out, and the way communities mobilize, both offline and online, to care for their members.

Through four connected lessons, you will build your language proficiency across the four key skills .

You will be able to :

Reading: analyze personal narratives and articles to explore how belonging and support are built.

Listening: listen to a media report about a community well-being initiative to distinguish stated from unstated information.

Speaking: present a personal or community best practice, expressing a clear opinion and recognizing an opposing viewpoint.

Writing: write a personal narrative and a discursive essay that weighs different perspectives using concession language and supporting evidence.

Content Objectives	Language Objectives
You will: • identify how personal relationships build a sense of belonging. • analyze how mentors and friends support personal growth. • evaluate the impact of small inclusion initiatives on communities. • examine how social media mobilizes community support. • construct structured arguments using the JRE [Justify – Reason – Evidence] framework.	**You will:** • use *"so...that"* and *"such...that"* to express degree and result. • use the causative form (*have / get* something *done*). • write a personal narrative. • write a discursive essay presenting balanced perspectives. • take part in structured discussions and presentations.

Inquiry Question ?

- **How do the relationships, communities, and support systems around us shape our sense of belonging and well-being?**

- **Look at the diagram and answer.**

Evaluate

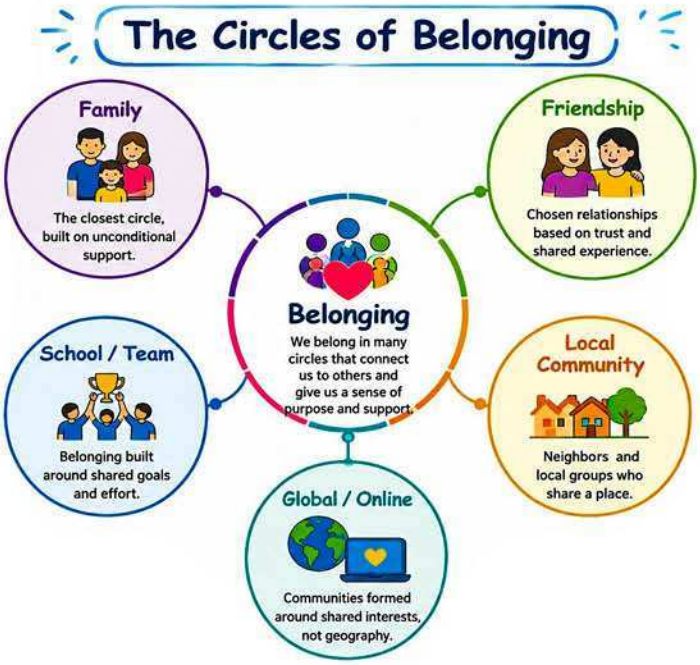
- Which circle of belonging do you think has the greatest impact on well-being? Explain your reasoning.

Explain

- Why might someone feel like they belong in one circle but not in another?

Analyze

- How do you think social media is changing the way your generation builds and maintains a sense of belonging?


The Circles of Belonging
Family
The closest circle, built on unconditional support.
Friendship
Chosen relationships based on trust and shared experience.
Belonging
We belong in many circles that connect us to others and give us a sense of purpose and support.
School / Team
Belonging built around shared goals and effort.
Local Community
Neighbors and local groups who share a place.
Global / Online
Communities formed around shared interests, not geography.

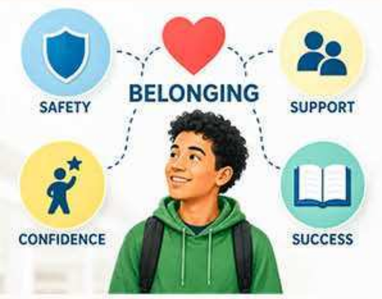
- **Look at the picture and answer the question:**

How do the people around you influence your sense of belonging?

EVERYONE BELONGS

9.1

Finding My Place



JRE

(Justify - Reason - Evidence)

Do you agree that belonging is built through small everyday actions rather than one big event? Justify your opinion.

SECTION A : A Sense of Belonging

Why belonging still matters!

Belonging is more than being physically present in a place; it is the feeling of being noticed, valued, and safe to be yourself among others. Psychologists describe it as a basic human need, alongside food and shelter, because people who feel a sense of belonging take more risks, recover faster from setbacks, and generally report better mental and physical well-being.

Inquiry Question:

- **What makes a person feel that they truly belong somewhere? How is this different from simply being present?**

Discussion in groups of four:

- Describe a place, team, or group where you felt you truly belonged.

Explain

- What feelings or memories does that place or group recall?

Analyze

- Why might schools invest time and money in well-being and belonging programs?

Evaluate

- Who benefits most from a strong sense of belonging, and who might struggle to find it?

Finding My Place: A New Student's Story*

*(*Source: Adapted from a personal reflection, Well-being & Identity Education Series)*

When my family moved from Alexandria to a new city in the middle of the first term of the school year, I remember standing at the gate of my new school feeling like a stranger in my own country. Everyone already had their groups, their inside jokes, and their fixed seats in the cafeteria. For the first two weeks, I ate lunch alone, reading the same page of a book repeatedly without understanding a word of it. I told myself it did not matter. I was used to being independent, but by the end of each day, I felt strangely tired, as if pretending not to mind had used up more energy than the schoolwork itself.

Belonging, I learned, is not something that is given to you on the first day. It is built slowly, through small and often unplanned moments. Mine began in the school garden, where a classmate noticed I was trying, badly, to identify a plant for a biology assignment. She corrected me, laughed, and then sat down to help, asking questions about my old school almost as an afterthought, as though getting to know me were the easiest thing in the world. That single conversation did not solve everything, but it cracked open a door.

Psychologists describe belonging as a basic human need, not a luxury, positioned close to safety and listed among the things a person cannot easily do without. When students feel they belong, they take more risks in class and are less likely to withdraw when things go wrong. The opposite is also true: a student who feels unseen often stops raising their hand long before they stop caring about the subject.

By the end of that first term, I had joined the school's environmental club, mostly because of that one conversation in the garden, and I started arriving early to help set up the planting trays before class. I was no longer the new student who ate alone; I was someone with a seat, a role, and people who would notice if I were absent.

What I now understand is that belonging is rarely about fitting into a group perfectly. It is about finding even one connection that quietly says, "You are seen here."

JRE

(Justify - Reason - Evidence)

1. To what extent can one small act of kindness change a new student's sense of belonging? Support your answer with evidence.
2. How important is it for students to feel noticed and valued at school? Justify your answer.

Comprehension Check

A **Answer the following questions.**

Explain

- What does the writer mean by "that one conversation... cracked open a door" ? Explain in your own words.

....

Analyze

- According to the text, what does the writer mean by saying "belonging is built slowly, through small and often unplanned moments"?

....

Explain

- Why does the writer describe belonging as a "basic human need, not a luxury"?

Evaluate

- In your own words, evaluate the final message the writer wants readers to understand. Do you agree with it? Why / Why not?

B **State whether the following statements are True (T), False (F), or Not Given (NG). Justify your answers.**

Statement	T / F / NG	Justify your answer
1. The writer moved from Alexandria at the start of the school year.		
2. The writer ate lunch alone for the first two weeks at the new school.		
3. A classmate helped the writer with a biology assignment in the school garden.		
4. The classmate who helped the writer was also new to the school.		
5. The writer believes belonging requires fitting perfectly into a group.		

NOTE: If you mark a statement NG (Not Given) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. afterthought	**a.** the feeling of being accepted and valued as part of a group
2. unseen	**b.** work that a teacher asks students to do
3. belonging	**c.** to stop taking part or pull back from a situation
4. withdraw	**d.** not noticed or acknowledged by others
5. cracked open	**e.** to make something possible to happen
6. luxury	**f.** something expensive or special that is not necessary, but that makes life more enjoyable
7. assignment	**g.** something you think about and add later

Writing Task

➔ Write **FOUR** sentences using words from the text to describe a time you or someone you know felt they belonged (or did not belong). Then choose one sentence and analyze what the detail tells a reader about that person's feelings.

Speaking

Pair Discussion

Discuss the issue together. Give reasons, examples, and evidence from the text.

Student A

You believe that schools are mainly responsible for helping new students feel that they belong.

Student B

You believe that students themselves are mainly responsible for building new relationships.

Discussion Question

Who has the greatest responsibility for helping new students feel that they belong: the school, classmates, or the new students themselves?

Build your ideas

- The moment happened in/at...
- It took place during / on...
- This experience represents...
- One important idea it shows is...
- For me, this moment shows...
- Although some people believe..., I think...

Speaking Plan

Introduction:

The text "Finding My Place" discusses the importance of belonging at school.

Main Point:

At first, the student felt ....

Evidence:

For example, the text states that ....

Personal Response:

In my opinion, ...

Suggestion:

Schools can help new students by ....

Conclusion:

To sum up, belonging is important because ....

Reflection

As a guest speaker for your school's Well-being Week, prepare a presentation for your classmates explaining why well-being matters.

Describe the moment

Explain

- When and where you, or someone you know, felt a strong sense of belonging.

Analyze

- Why that moment mattered and how it affected the person's feelings, confidence, or behavior.

Reflect

- How might someone who felt differently interpret the same experience?

Reflect on your speaking

- I describe the moment clearly. ☐
- I explain why the moment is important. ☐
- I organize my ideas in a logical order. ☐
- I speak clearly and confidently. ☐

9.2

Relationships That Help Us Grow

JRE

(Justify - Reason - Evidence)

1. To what extent can a single encouraging relationship change a person's future?
2. To what extent do you think success depends mostly on personal effort, or on other people? **Justify your answer.**

How relationships shape who we become

A relationship that simply provides a person with company is valuable, but a growth relationship does more: it actively helps a person become more capable, confident, and resilient. These relationships can be developed with mentors, teachers, family members, or even friends.

Inquiry Question:

- **What is a 'growth relationship'? How is it different from just having people around you?**

Discussion in groups of four:

Explain

- Why are relationships vital for mental health ?

Analyze

- What specific qualities do you need to look for or offer to turn a casual friendship into a growth-oriented relationship?

Evaluate

- What impression did that relationship give you about your own abilities?

Listening

Listen

The People Who Shape Us*

(Source: Adapted from a well-being and education article)

A **Listen and answer the following questions.**

Identify

- According to the audio, what are the three features that growth relationships share?

....

Explain

- What does the speaker mean by 'empty praise'? Explain in your own words.

....

Analyze

- Why does the speaker argue that peer relationships can be just as transformative as adult mentorship?

Evaluate

- Do you agree that a good mentor should 'allow for failure' rather than prevent every mistake? Justify your view.

JRE

(Justify - Reason - Evidence)

Which is more important in a growth relationship: honest feedback or emotional support? Justify your answer with evidence from the audio.

B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Growth relationships only involve adults, never peers.		
2. Consistency is described as more powerful than a single kind comment.		
3. A good mentor protects a young person from ever making a mistake.		
4. Young people with a supportive adult relationship outside the family manage stress more effectively.		
5. Schools have completely replaced informal mentoring with formal programs.		

NOTE: If you mark a statement NG (Not Given) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you heard it.

JRE

(Justify - Reason - Evidence)

Do young people need formal mentors to grow, or can supportive friends be equally effective? Weigh both views and justify your judgment with evidence from the audio.

Vocabulary

- **Match the following words with their definitions.**

Words	Meanings
1. transformative	**a.** an experienced person who guides and supports someone less experienced
2. consistency	**b.** able to recover quickly from difficulties
3. convenience	**c.** support or confidence given to someone to help them succeed
4. resilient	**d.** the quality of behaving in the same reliable way over time
5. peer	**e.** causing a major, positive change in someone or something
6. encouragement	**f.** suitability or ease, without much effort involved
7. mentor	**g.** a person of the same age or social status as another

Grammar Focus:

Have / Get Something Done (Causative Form)

We use **have/get + object + past participle** when someone arranges for another person to do something for them, rather than doing it themselves. This is common when talking about services, programs, and support that mentors or communities arrange for others.

Structure / Form	Example
have + object + past participle (arrange for someone else)	The school **had** the counseling room **redesigned** to feel more welcoming.
get + object + past participle (more informal)	We **got** the mentorship handbook **printed** for all new students.
Simple Present: have/get + object + p.p.	The club **has** its new member packs **prepared** every September.
Simple Past: had/got + object + p.p.	My mentor **had** my essay **reviewed** by a university tutor.

Future: will have/get + object + p.p.	The council **will get** the buddy scheme **launched** before October.
Modal + have/get + object + p.p.	You **should get** your application **checked** by a teacher before you submit it.

Grammar in Context

A Choose the correct answer.

1. Which is grammatically correct?
   a. I had my CV checked before applying for the job.
   b. I had my CV check before applying for the job.
   c. I had check my CV before applying for the job.
   d. I had my CV checking before applying for the job.

2. Which is grammatically correct?
   a. Sara gets her laptop repair every year.
   b. Sara gets repaired her laptop every year.
   c. Sara gets her laptop repaired every year.
   d. Sara gets her laptop repairing every year.

3. Which is grammatically correct?
   a. We are having our school uniforms made.
   b. We are having made our school uniforms.
   c. We are having our school uniforms make.
   d. We having our school uniforms made.

4. Which is grammatically correct?
   a. Ali will get his application form print tomorrow.
   b. Ali will get his application form printed tomorrow.
   c. Ali will get printed his application form tomorrow.
   d. Ali will gets his application form printed tomorrow.

5. Which is grammatically correct?
   a. Have you had your certificates copied yet?
   b. Have you have your certificates copied yet?
   c. Have you had copied your certificates yet?
   d. Did you had your certificates copied yet?

B Fill in the gaps with the correct causative form of the verb in brackets.

Last year, our school (1)........................ **(the mentorship handbook / write)** by a group of senior students. This term, we (2)........................ **(new posters / design)** to advertise the program, and by June, we (3)........................ **(the whole scheme / review)** by an outside well-being expert. If a student needs extra support, they can always (4)........................ **(their timetable / adjust)** by the counseling office.

Writing in Action

Writing a personal narrative

A personal narrative is a true story about an experience from your life. It explains:

- what happened
- who was involved
- how you felt
- what you learned or how you changed

A good personal narrative has a clear beginning, middle, and ending. It usually uses the simple past to describe the main events and the past continuous to describe actions in progress or the background.

Writing Task

Write a personal narrative of (150–180) words about a person who helped you become more confident or capable.

In your narrative:

1. introduce the person and your relationship with them;

2. describe a problem or difficult situation you faced;

3. explain how this person supported or encouraged you;

4. describe what happened as a result;

5. explain how the experience changed you.

9.3

No One Left Behind

SECTION B : Inclusion and Community Action

What it means to make sure no one is left behind

Social inclusion means making sure that everyone feels noticed, valued and welcome. Even simple actions can help people feel that they belong to their community.

Inquiry Question:

- **Why can small acts of inclusion have a powerful effect on someone who feels left out?**

Discussion in groups of four:

Explain

- What signs might show that someone feels left out, even if they do not say anything?

Analyze

- Why is quiet exclusion often difficult to recognize, and what effects might it have over time?

JRE

(Justify - Reason - Evidence)

Should small, informal initiatives like the Buddy Bench replace structured counseling support, or supplement it? Justify your answer.

The Buddy Bench: A Small Idea with a Big Effect *

(Source: Adapted from a school well-being case study)

A single painted bench sits in the corner of a school playground in Cairo, unremarkable at first glance. A small sign above it reads: "If you are sitting here, someone will come and play with you". It is called a Buddy Bench, and it was designed to solve a problem that is easy to overlook: the quiet loneliness of a child standing at the edge of a crowded playground, unsure how to join others, and too embarrassed to ask.

Exclusion rarely looks dramatic. It is not always bullying or cruelty; more often, it is simply being repeatedly overlooked in small ways that gradually add up. A student who eats lunch alone for a month, unnoticed by classmates who are not unkind, but simply distracted, can begin to feel invisible. Teachers report that this quiet form of exclusion is often harder to identify than open conflict, precisely because nothing appears to be wrong on the surface.

One teacher recalls a nine-year-old boy who sat on the bench for three days before anyone approached him. On the fourth day, a girl from another class noticed him and simply asked if he wanted to play football. They never mentioned the bench again, but they became regular lunchtime partners for the rest of the year, and eventually she introduced him to the rest of her friend group.

The Buddy Bench works because it removes the hardest step: asking for help. A child does not need to explain why they feel left out; they simply sit down, and the process does the rest. Volunteer students, trained to recognize the bench's signal, approach and invite them to join an activity. Teachers who have introduced the idea report a noticeable drop in playground isolation within a single semester.

Admittedly, a bench alone cannot solve every case of social exclusion, and some students need more structured professional support. Yet the idea behind it – that inclusion should require no explanation and no courage – has value far beyond the playground. Workplaces, universities, and online communities have since borrowed the same logic, creating simple, low-pressure signals that say, "You are welcome here, and no one has to ask twice."

Comprehension Check

A **Read the text, then answer the following questions.**

Explain

- According to the text, how does the Buddy Bench work? What problem does it solve?

....

Analyze

- Why does the writer say quiet exclusion is 'often harder to identify than open conflict'?

....

Explain

- What does the writer mean by 'inclusion should require no explanation and no courage'?

....

Evaluate

- Do you think a simple idea like the Buddy Bench can significantly reduce social exclusion? Justify your view.

....

JRE

(Justify - Reason - Evidence)

Read the following perspectives and determine which you find more convincing. Support your choice with relevant evidence from the text.

1. The Buddy Bench shows that small, simple ideas can meaningfully reduce loneliness.
2. The article concedes that 'a bench alone cannot solve every case of social exclusion', so its impact is limited to certain situations.

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The Buddy Bench is in a school playground in Cairo.		
2. Exclusion always involves clear bullying or cruelty.		
3. Volunteer students are trained to notice the bench's signal.		
4. The school introduced its first Buddy Bench more than five years ago.		
5. The writer believes some students still need more structured professional support.		

NOTE: If you mark a statement NG (Not Given) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. invisible	**a.** the state of being left out or not included
2. courage	**b.** to fail to notice or consider something or someone
3. exclusion	**c.** not seen or acknowledged by others, even when physically present
4. overlook	**d.** a new plan or action intended to solve a problem
5. structured	**e.** organized carefully with a clear system or plan
6. low-pressure	**f.** the ability to do something that feels difficult or frightening
7. initiative	**g.** not causing stress, worry, or a feeling of being forced

Grammar Focus:

so...that / such...that

We use ***so...that and such...that*** to show the result or consequence of a strong quality, quantity, or feeling.

Structure / Form	Example
so + adjective/adverb + that	The basic idea was so simple that everyone understood it immediately.
so + many/much + noun + that	So many students joined the initiative that a second bench was added.
such + a/an + adjective + singular noun + that	It was such a small idea that few people expected it to work.
such + adjective + plural/ uncountable noun + that	They were such caring volunteers that the whole school noticed.

Grammar in Context

A. Complete the sentences with "so" or "such".

1. The idea was .... effective that other schools copied it.

2. It was .... a small gesture that no one expected it to matter this much.

3. .... many volunteers signed up that the program had to expand.

4. She felt .... included after joining the club that she never missed a meeting.

B. Combine the two sentences using so...that or such...that.

1. The program is popular. It is run in every school in the governorate.

....

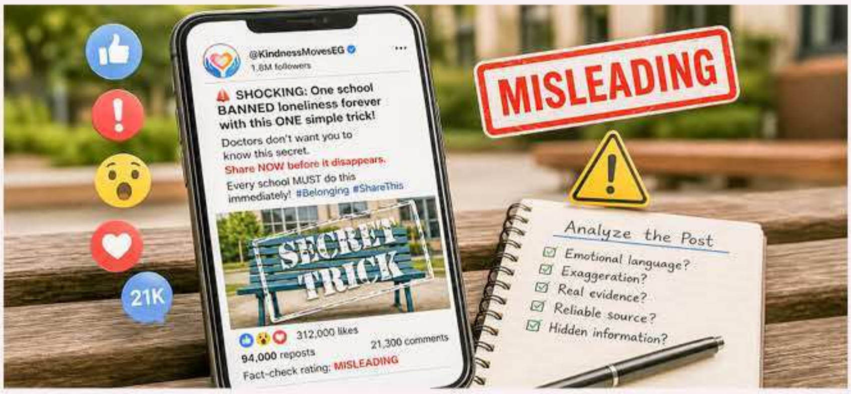
2. It was a powerful message. Even adults began using it at work.

....

Writing in Action

Social Media Post for Analysis

Read this post carefully. You will analyze its language and assess its reliability in the activities below.



@KindnessMovesEG
1.8M followers

SHOCKING: One school BANNED loneliness forever with this ONE simple trick!

Doctors don't want you to know this secret.

Share NOW before it disappears.

Every school MUST do this immediately! #Belonging #ShareThis

312,000 likes
21,300 comments
94,000 reposts
Fact-check rating: MISLEADING

SECRET TRICK
21K
MISLEADING
Analyze the Post
☑ Emotional language?
☑ Exaggeration?
☑ Real evidence?
☑ Reliable source?
☑ Hidden information?

Build your ideas:

- This post claims that...
- One feature that caught my attention was...
- The language is designed to...
- I would / wouldn't trust this post because...
- Before sharing online, we should always... .

Feature	What to Look For	Example from the Post
Emotional language	words designed to provoke, excite, or alarm	....
Absolute language	claims with no qualification or evidence	....
Urgency signals	language creating panic or pressure to act now	....
Selective evidence	using only part of the image/ information	....
Conspiracy framing	suggesting hidden or suppressed information	....

SPEAK
SHARE
INSPIRE
After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevant ideas and examples.
I use appropriate vocabulary.
I speak in full sentences.
I give reasons for my opinions.

Presentation Task

Prepare a 2-3-minute presentation in which you introduce a social media post about well-being or inclusion that attracted a lot of attention.

- Explain two or three features that make the post reliable or unreliable (e.g. emotional language, urgency signals, selective evidence, absolute language).
- Explain why checking online information is important before sharing it with others.

9.4

Community That Cares

What makes a community caring?

Traditionally, community support relies on official channels: local government offices, registered charities, or religious institutions. Social media has changed how quickly ordinary people can organize, document, and mobilize support for one another, without waiting for a formal system to respond.

Inquiry Question:

- **How can ordinary people respond quickly when someone needs help?**

Discussion Questions:

Explain

- What is ‘civic engagement’?
- How has social media changed the way communities organize to support each other?

Analyze

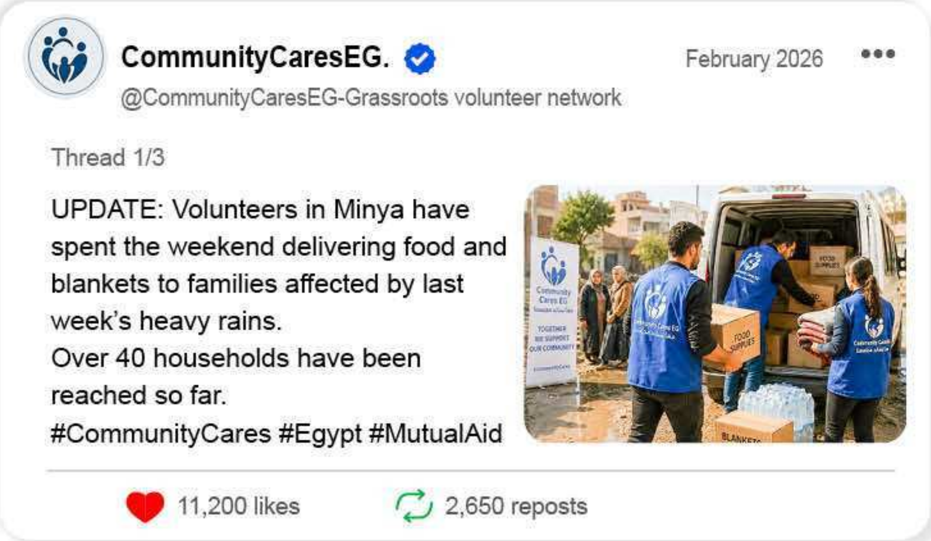
- Have you ever seen a community come together online to help someone in real time? What was your experience?

Evaluate

- Is a small, local volunteer effort more effective than a large official organization? Justify your view.

Social Media Threads for Analysis*

The following is a curated thread from @CommunityCaresEG, a grassroots volunteer account documenting community support efforts in real time.



CommunityCaresEG. February 2026

@CommunityCaresEG-Grassroots volunteer network

Thread 1/3

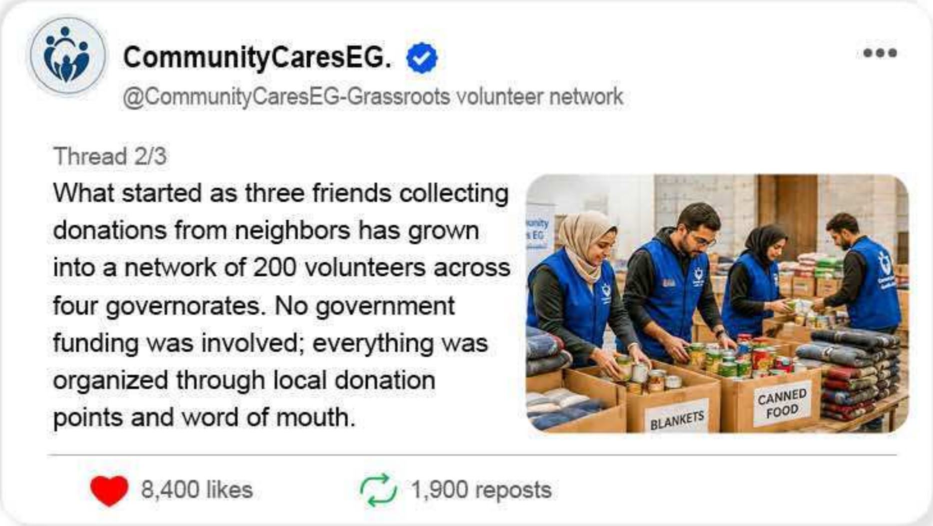
UPDATE: Volunteers in Minya have spent the weekend delivering food and blankets to families affected by last week’s heavy rains.
Over 40 households have been reached so far.
#CommunityCares #Egypt #MutualAid

11,200 likes 2,650 reposts

JRE

(Justify - Reason - Evidence)

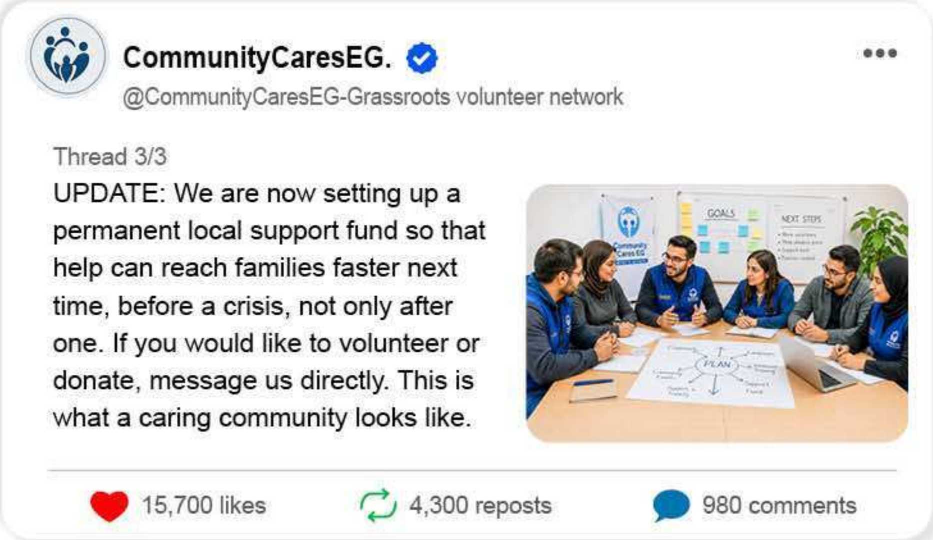
How does the thread show that community initiatives can sometimes respond more quickly than official aid channels? Justify with evidence from the posts.



CommunityCaresEG.
@CommunityCaresEG-Grassroots volunteer network

Thread 2/3

What started as three friends collecting donations from neighbors has grown into a network of 200 volunteers across four governorates. No government funding was involved; everything was organized through local donation points and word of mouth.



CommunityCaresEG.
@CommunityCaresEG-Grassroots volunteer network

Thread 3/3

UPDATE: We are now setting up a permanent local support fund so that help can reach families faster next time, before a crisis, not only after one. If you would like to volunteer or donate, message us directly. This is what a caring community looks like.

Media Analysis: Key Concepts

Word / Expression	Definition / Use in context
civic engagement	actions individuals take to participate in and improve their community
grassroots initiative	a movement or effort organized by ordinary people, not official institutions
mutual aid	a system where community members support each other directly, without a middleman
mobilize	to organize people quickly to take action for a shared purpose

Listening

- **Listen to a mass media report about a community well-being initiative.**

2. VOLUNTEER
3. DONATE
4. CARE
Food Supplies
Medicine
Clothing
Coordinate
Collect
Distribute
Follow Up
Nasr City
Shubra
Helwan
CONNECTING TOGETHER AS ONE
COMM STR
EVERY POST CAN CHANGE A LIFE
1,254
3,872
#CommunityStrong
HELP IS CLOSER THAN YOU THINK
TOGETHER WE CAN DO MORE
OUR RULES
Be Respectful

"An original pedagogical listening text custom-authored by the national curriculum development team and informed by international research on community well-being."

A **Listen and answer the following questions.**

Explain

- According to the audio, how has community connection changed over the past five years? Explain in your own words.

....

Analyze

- According to the audio, how did families access help in the past? What were the limitations of this process?

....

- What problems do organizers report about the speed of information spreading on social media?

....

Evaluate

- The speaker says social media has not replaced official aid. Do you think informal grassroots help is more or less reliable than official aid? Use ideas from the audio to support your opinion.

....

شارع نظيف
حي أجمل

Listen

JRE

(Justify - Reason - Evidence)

To what extent has social media transformed the speed at which communities respond to a crisis? Justify with evidence from the audio.

JRE

(Justify - Reason - Evidence)

'Grassroots networks are a useful tool for community support, but they cannot replace official aid.' To what extent do you agree or disagree? Defend your position.

B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. According to the audio, social media has completely replaced official government aid.		
2. The organizers interviewed all agreed that help now reaches people faster.		
3. Two networks had to correct false donation addresses.		
4. The audio states that grassroots networks receive government funding.		
5. All three organizers believe their community is more connected than five years ago.		

NOTE: If you mark a statement NG (Not Given) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you heard it.

Vocabulary

- **Match the words with their meanings.**

Words	Meanings
1. dramatically	**a.** needing immediate attention or action
2. urgent	**b.** to react or reply to a situation, often with help or action
3. respond	**c.** in a way that involves a big, noticeable change
4. connected	**d.** to fix a mistake or make something accurate again
5. correct (verb)	**e.** having strong social links and relationships with others

Writing in Action

Writing an Essay

A discursive essay explores an issue from multiple angles before reaching a balanced, well-supported conclusion. It goes beyond a single paragraph, using full-body paragraphs to develop each perspective.

Structure / Form	Example
Introduction (hook + thesis)	Belonging is often treated as a luxury, but for many people it is essential to...
Body Paragraph 1 (first perspective)	On the one hand, close local communities offer support that is...
Body Paragraph 2 (contrasting perspective)	On the other hand, it may be argued that online communities offer...
Conclusion (balanced opinion)	Overall, it can be argued that... because... Only when... will...

Writing Task

Write a discursive essay of about (150-180) words.

As a student contributor to your school's well-being blog, write an essay about how schools and communities can create a stronger sense of belonging for everyone.

....

....

....

....

Writing Rubric

- I write a clear introduction, body paragraphs and a conclusion. ☐
- I support each viewpoint with a clear reason and an example. ☐
- I use different perspectives before giving my opinion. ☐

9.5
Assessment

Summative

Writing Task

- **Write a discursive paragraph or short essay of (150-180) words. Choose ONE of the following:**

A. Belonging to a community is essential for personal well-being. To what extent do you agree?

B. Social media does more to build real relationships than to weaken them. Discuss.

C. Small acts of kindness can transform a community's sense of belonging. Use examples to evaluate this claim.

Writing Frame — Build your ideas

- The issue of .... is widely discussed today, particularly in the context of Egyptian communities.
- This essay examines multiple perspectives using .... evidence from ....
- On the one hand, ... On the other hand, ...
- Although ...., it is also true that .... This .... suggests that ....
- Despite ...., only by .... can we ....
- In contrast, it has been argued that .... However, ...
- Overall, it can be argued that .... because .... Only when .... will ....

Reflection Questions :

1. How have your views about the role of relationships, communities, and social media in supporting well-being changed during this unit?

2. Which of the four lessons did you find most challenging? Which grammar structure was most difficult to use? What could you do to improve?

3. Which text in this unit did you find most relatable, and why was it effective?

4. How did your own experiences of belonging influence the way you interpreted the texts?

5. What new questions do you now have about how communities can better support well-being and belonging?

Self-Assessment

Rate yourself for each skill

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read and identify key details across all text types in this unit.			
	identify tone, evaluative language, and selective framing in media texts.			
Grammar	use the causative form (have/get something done) to describe arranged actions.			
	use ***so…that*** and ***such…that*** to express degree and result.			
Listening	distinguish stated from unstated information through listening to a media report			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
Writing	write a discursive essay of (150-180) words with supporting evidence.			
Reflection	apply media literacy skills to evaluate the reliability of well-being-related social media content.			

One skill I want to work on:

....

....

One thing I am proud of in this unit:

....

....

Concept 10 Invisible Consumption

PRODUCTION
How is it made?
TRANSPORTATION
How does it get here?

UNIT 10

Behind the Buy

ENVIRONMENT
What is its impact?
YOU
Why do you buy it?

Unit Overview

This unit explores the concept of invisible consumption by examining the hidden costs behind everyday habits that feel effortless: clicking 'buy now', chasing likes on a new purchase, replacing clothes every season, and discarding things that could be repaired. You will study the environmental, social, and psychological price tags that never appear on a receipt, and the grassroots movements working to make consumption visible again.

Through four connected lessons, you will build your language proficiency across the four key skills.

You will be able to :

Reading: analyze texts to identify the hidden costs behind everyday consumption habits.

Listening: listen to a media report about a mindful consumption initiative and distinguish stated from unstated information.

Speaking: present an example of invisible consumption, express a clear opinion and recognize an opposing viewpoint.

Writing: write a diary entry and a discursive essay using appropriate language and supporting evidence.

Content Objectives	Language Objectives
You will: • identify the hidden costs behind everyday consumption habits. • analyze how social media validation drives buying behavior. • evaluate the environmental and social impact of fast fashion. • examine how grassroots movements promote mindful consumption. • construct structured arguments using the JRE [Justify – Reason – Evidence] framework.	**You will:** • distinguish between stative verbs and action verbs and use them accurately. • use quantifiers (too much/too many, a large amount of, few/little) accurately. • use stative verbs vs. action verbs in continuous forms. • write a problem-solution paragraph naming an issue and a realistic fix. • write a diary entry. • write a discursive essay presenting balanced perspectives.

Inquiry Question ?

- **How much of what we consume – and how much of its hidden cost – stays invisible to the average consumer?**

The Layers of Consumption

The Product	**The Process**	**The Delivery**	**The Attention**	**The Aftermath**
What we actually buy or use	Extraction, labor & manufacturing	Packaging, transport & warehousing	What we give back: data, time, focus	What happens once we are done with it
e.g. a phone, a T-shirt, a music stream	e.g. cobalt mining for a phone battery	e.g. a next-day delivery van	e.g. watching ads for "free" content	e.g. a T-shirt worn once, then landfilled

Five layers stand between a click and a landfill – how many do you actually see?

Explain

- Why might a company prefer to keep certain layers of the consumption process hidden from customers?

Analyze

- How do you think social media is changing what we consume, and how quickly we replace it?

Evaluate

- Which layer of consumption do you think is the least visible to the average shopper? Explain your reasoning.

- **Look and discuss with a partner:**

How long does the excitement of a new purchase usually last for? What happens after that feeling fades?

10.1

Hidden Cost of a Click

SECTION A : What We Don't See

Why the cheapest option is rarely the cheapest!

The cheapest deal may save your money at checkout, but its real cost does not always appear on the screen. Behind every online order are decisions about labor, packaging, transport, and waste — decisions that affect both people and the environment.

Inquiry Question:

- **What happens between the moment you click 'buy' and the moment a package arrives at your door?**

Discussion in groups of four:

Explain

- How often do you or your family order things online instead of buying them in person?
- What do you imagine happens to an item after it is returned to a shop?

Analyze

- Why might a company prefer customers not to think about what happens after checkout?

Evaluate

- Who do you think benefits most from fast, free delivery, and who bears its hidden costs?

JRE

(Justify - Reason - Evidence)

You clicked "free next-day delivery" without a second thought.

1. Do you think 'free' next-day delivery is free? Give evidence for your answer.
2. To what extent should companies be required to show customers the environmental cost of a delivery option before they choose it?

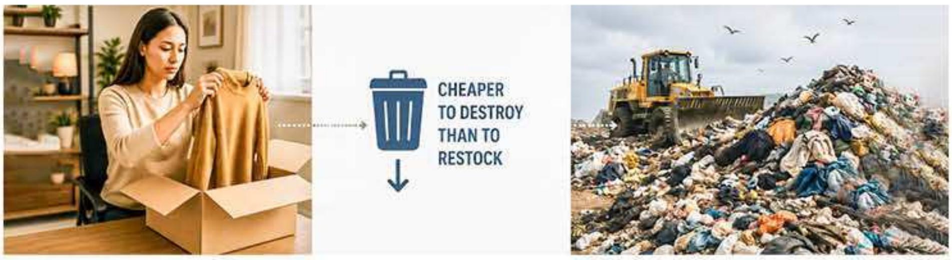
Reading

The Hidden Cost of a Click *

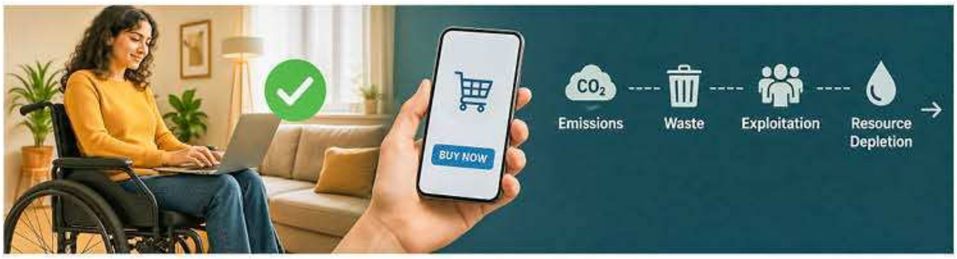
* *"An original pedagogical reading text custom authored by the national curriculum development team; informed by international consumer sustainability research, e-commerce logistics reports.*

When a package arrives at your door two days after you click 'buy now', it can feel almost like magic: no store, no line, no effort beyond a few taps on a screen. Behind that convenience, however, sits a long and mostly invisible chain of resources, labor, and emissions that the price on the screen rarely reflects.

Consider the average online order. A warehouse worker locates the item, often walking many kilometers across a fulfillment center floor during a single shift, before it is packed into a box sized for a much larger product simply because that size was available in stock. The parcel is then loaded onto a van that may deliver only a handful of items to a single street, repeating the same half-empty route the following day for the next batch of impatient customers. Multiply this by millions of daily deliveries, and the carbon cost of "free" next-day shipping becomes considerable, even though no individual customer ever sees the exhaust from the van outside their building.



Returns make the picture worse. Industry estimates suggest that a significant proportion of returned clothing, sometimes worn only once for a photograph, is never resold; it is simply cheaper for a company to destroy an item or send it to a landfill than to inspect, repackage, and restock it. The customer, meanwhile, experiences only a free, painless refund, entirely unaware of what happened to the product afterward.



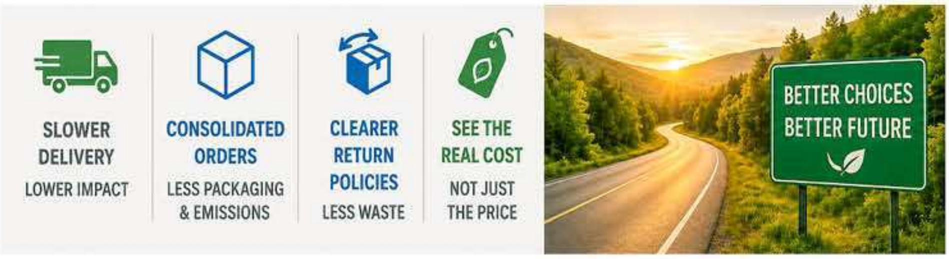
None of these means online shopping is inherently wrong; for many people, particularly those with limited mobility or in remote areas, it is genuinely useful. The problem is invisibility itself: when the true cost of an action is hidden from the person taking it, that person cannot make an informed choice, however good their intentions might be.

JRE

(Justify - Reason - Evidence)

Read the following two perspectives and determine which one you find more convincing. Support your position with clear reasoning and relevant evidence from the article.

1. Online shopping is genuinely useful, especially for people with limited mobility or in remote areas.
2. The writer argues that the convenience of a click hides real, considerable environmental and labor costs.


SLOWER DELIVERY
LOWER IMPACT
CONSOLIDATED ORDERS
LESS PACKAGING & EMISSIONS
CLEARER RETURN POLICIES
LESS WASTE
SEE THE REAL COST
NOT JUST THE PRICE
BETTER CHOICES
BETTER FUTURE

Consumer researchers argue that simple changes, slower delivery options, consolidated orders, and clearer return policies could make a measurable difference, provided customers are shown the real cost rather than only the price. Until then, the click remains the only part of the transaction most of us ever actually see.

Comprehension Check

A **Answer the following questions.**

Explain

- What does the writer mean by ‘it is simply cheaper for a company to destroy... than to inspect, repackage, and restock it’? Explain in your own words.

....

....

- Why does the writer argue that the problem is invisibility itself?

....

....

Evaluate

- Do you think customers should be shown the ‘real cost’ of a purchase before checkout? Justify your view.

....

....

Analyze

- According to the text, why does the writer say the carbon cost of ‘free’ next-day shipping becomes considerable?

....

....

B **State whether the following statements are True (T), False (F), or Not Given (NG). Justify your answers.**

Statement	T / F / NG	Justify your answer
1. A warehouse worker may walk many kilometers during a single shift.		
2. Delivery vans are always fully loaded with items for a single street.		
3. A significant proportion of returned clothing is never resold.		
4. The delivery van mentioned in the article is powered by electricity.		
5. Consumer researchers suggest slower delivery options could make a measurable difference.		

NOTE: If you mark a statement NG (Not Given) in one line, write what the text would need to say for you to decide if it is True (T) or False (F), and where in the text you looked.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. convenience	**a.** the release of gases or substances into the air, often linked to pollution
2. fulfillment center	**b.** a large warehouse where online orders are prepared for delivery
3. emissions	**c.** combined or brought together into a single, more efficient unit
4. landfill	**d.** a site where waste is buried or dumped
5. inherently	**e.** the quality of being easy, quick, or effortless to use
6. consolidated	**f.** by its very nature; as a basic or essential characteristic
7. informed	**g.** having enough accurate knowledge to make a sensible decision

Writing Task

➔ Write **FOUR** sentences using vocabulary from the text to describe a hidden cost behind something you or your family often buy online. Then choose one sentence and analyze what that hidden cost means for the environment or for workers.

Speaking

Debate: Should 'Free Returns' Really Be Free?

In pairs, prepare a short structured debate:
Partner A argues that online stores should keep offering free, unlimited returns because it makes shopping easier and fairer for customers.

Partner B argues that free returns should be limited, since many returned items are simply destroyed rather than resold.

Debate structure:

1. Each partner makes an opening statement (30 seconds).
2. Each partner responds directly to one point the other made.
3. Together, agree on ONE fair return policy that could work for both sides.

Useful phrases:

- From a customer's point of view, ...
- However, from an environmental point of view, ...
- A fair compromise might be...

Writing in Action

Writing a Problem-Solution Paragraph

A problem-solution paragraph clearly names an issue, explains why it matters, and then proposes a specific, realistic solution. It is shorter and more focused than a full proposal or essay.

Section	Purpose / Useful Phrases
Problem statement	'One major problem with...' / 'Currently, many...'
Explanation	'This happens because...' / 'As a result,...'
Proposed solution	'One possible solution would be to...' / 'A simple way to address this is...'
Justification	'This would help by...' / 'This is effective because...'
Conclusion	'Overall,...' / 'If this solution were adopted,...'

Writing Task:

Role:

As a student writing for your school newsletter, write a problem-solution paragraph **of about (150-180) words** about one hidden cost of online shopping or delivery culture discussed in this lesson.

- Clearly state ONE specific problem.
- Propose ONE realistic, specific solution.

....

....

....

....

Writing Rubric

1. I clearly state the problem. ☐

2. I explain why it matters. ☐

3. I propose a specific, realistic solution. ☐

4. I justify why the solution would work. ☐

5. I use accurate vocabulary from the lesson. ☐

Presentation

SPEAK
SHARE
INSPIRE
Your ideas matter!
After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevant ideas and examples.
I use appropriate vocabulary.
I speak in full sentences.
I give reasons for my opinions.

As a guest speaker for your school's 'Sustainability Week', prepare a 2–3-minute presentation for classmates and their families about the hidden cost of a product or service they use every day.

Your presentation must ...

- explain what the product or service is, and what happens behind the scenes to provide it.
- analyze why this cost usually stays invisible to the customer.

10.2

Chasing Validation

Buying for the audience, not for yourself

Some purchases satisfy a need; others satisfy an audience. Validation-driven buying describes spending shaped less by usefulness than by the anticipated reaction of people watching online.

Inquiry Question:

- **What is the difference between buying something for personal use and buying something for an audience?**

Discussion in groups of four:

Explain

- Have you ever bought or wanted something mainly because of how it looks online?

Evaluate

- Does it matter why someone buys something, as long as they can afford it?

Listening

A **Listen and answer the following questions.**

Explain

- According to the audio, what is 'validation-driven buying'?

……

- What does the speaker mean by 'saying a purchase has done its job' once a post crosses a certain number of likes'?

……

Listen

JRE

(Justify - Reason - Evidence)

Read the following two perspectives and determine which one you find more convincing. Support your position with clear reasoning and relevant evidence from the audio.

1. Sharing purchases online is simply a modern, harmless form of self-expression.
2. The writer argues that validation-driven buying is deliberately addictive, shaped by dopamine and anticipated reactions.

Analyze

- Why does the speaker argue that influencer marketing arrives 'disguised as friendship rather than as a sale'?

Evaluate

- Do you agree that noticing when a purchase becomes about the audience, not the item, is the key to avoiding validation-driven buying? Justify your view.

JRE

(Justify - Reason - Evidence)

How does the speaker show that influencer marketing can be more persuasive than a traditional advert? Justify with evidence from the audio.

B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Likes and comments release a small amount of dopamine, according to the text.		
2. The speaker believes enjoying and sharing nice things is always a problem.		
3. Influencer marketing is described as feeling exactly like a traditional advert.		
4. Surveys show anxiety linked to posting is decreasing among young social media users.		
5. The audio text suggests some purchases are never mentioned again once their post is replaced.		

NOTE: If you mark a statement NG (Not Given) in one line, write what the audio would need to say for you to decide whether it is True (T) or False (F), and where in the audio you heard it.

Vocabulary

- **Match the following words with their definitions.**

Words	Meanings
1. anticipated	**a.** a chemical in the brain linked to pleasure and reward
2. anxiety	**b.** expected before it happens
3. disguised	**c.** suggested or understood without being directly stated
4. dopamine	**d.** hidden or made to look like something else
5. implicit	**e.** able to convince someone to believe or do something
6. persuasive	**f.** a feeling of worry, nervousness, or unease

Grammar Focus:

Stative Verbs vs. Action Verbs

Stative verbs describe states, feelings, senses, or opinions and are not normally used in continuous forms. Action verbs describe physical or mental actions and can be used in continuous forms, which is important when describing both what people do online and how they feel while doing it.

Category	Example
Stative verbs (no continuous form): believe, want, seem, own, prefer, know	She believes that likes measure success. (NOT is believing)
Action verbs (can be continuous): buy, post, scroll, share, chase	She is scrolling through her feed right now.
Emotions/senses (usually stative): love, hate, like, see, hear, smell	He hates feeling pressured to post every day.

Verbs with both a stative and an action meaning: think, have, feel, look	I think this is a good idea. (opinion) vs. I am thinking about buying it. (process)
Common mistake: continuous + stative verb	Incorrect: I am wanting new shoes. Correct: I want new shoes.

Grammar in Context

A **Choose the correct form.**

1. She **(believes/is believing)** that likes measure success.

2. Right now, he **(buys / is buying)** a hat online.

3. I **(think/am thinking)** social media advertisements are persuasive.

4. They **(are wanting/want)** to buy the new phone.

B **Read the passage and find the mistakes, then correct them.**

She is loving her new bag, but she is not knowing why she bought it. Right now, she is preferring to save her money instead of spending it on more clothes.

Speaking

Role Play: The Convincing Post
In pairs, role-play a short conversation:

Partner A	Partner B
plays an influencer trying to convince a friend to buy a trending product.	plays a doubtful friend who questions the real motivation behind the recommendation.

Use at least one stative verb to express an opinion

Useful phrases:

- I believe this product is really worth it because...
- I don't think you actually need this. Isn't it just about...
- I understand why you're doubtful, but...
- Swap roles and repeat with a different product.

SECTION B : The Price We Don't Count

10.3

True Price of Fast Fashion

What a cheap T-shirt doesn't tell you

A bargain price tag rarely mentions the water, labor, and waste behind a garment. Fast fashion depends on that silence, keeping the true price of a T-shirt firmly out of view.

Inquiry Question:

- **What hidden costs are involved in producing a cheap T-shirt?**

Discussion in groups of four:

Explain

- How often do you or your family buy new clothes? What usually happens to old ones?

Analyze

- Why might a very low price be a warning sign rather than good news?

The True Price of Fast Fashion *

*(*Source: Adapted from a textile industry and sustainability report)*

A T-shirt on a clearance rack for the price of a coffee looks like a bargain until the full production chain behind it is laid out. Growing cotton for a single shirt can require more than two and a half thousand liters of water, roughly the amount one person drinks for over two and a half years. That water is drawn overwhelmingly from regions that can least afford to lose it, often diverted from local farming communities toward large-scale textile production destined for export.

Labor costs, too, are compressed to make the final price possible. In many garment factories, workers are paid a fraction of a living wage for shifts that can stretch far beyond eight hours, particularly during periods of high demand created by seasonal trends and limited-time flash sales. Investigations into factory conditions have repeatedly found buildings without adequate safety measures, a risk that becomes tragically visible only when something goes wrong, and invisible again the moment headlines move on.

JRE

(Justify - Reason - Evidence)

To what extent should consumers be held responsible for the environmental and social impacts of fast fashion, and to what extent should this responsibility rest with companies? Justify your answer.

The garment's short life compounds the damage. Fast fashion is designed to be worn only a handful of times before a new trend replaces it; industry data suggest the average item is discarded after just seven to ten wears. Because most modern clothing blends synthetic fibers with natural ones, it cannot easily be recycled, and an enormous volume ends up being incinerated or shipped to landfill sites in countries far from where it was originally purchased, a final, largely unseen destination for something that felt disposable at checkout.

Some brands now advertise "sustainable" or "conscious" collections, though critics point out that these lines often represent a small fraction of total production, allowing a company to appear responsible while its core business model remains unchanged, a practice increasingly referred to as greenwashing.

None of this means a consumer bears sole responsibility for an entire industry's practices. It does mean that a genuinely informed choice - whether that's buying less, buying secondhand, or simply keeping garments longer — requires seeing costs that the price tag was never designed to show.

Comprehension Check

A **Answer the following questions.**

Explain

- What does the writer mean by describing a factory safety risk as 'invisible again the moment headlines move on'?

....

- What is 'greenwashing' according to the text?

....

Analyze

- According to the text, how much water can be needed to grow the cotton for a single T-shirt? What does this suggest about the true cost of cheap clothing?

....

JRE

(Justify - Reason - Evidence)

Read the two views, then decide which one you agree with.

1. One view: The article shows that even a small, cheap purchase can carry a high hidden environmental cost: over two and a half thousand liters of water for one T-shirt.
2. The other view: The writer concedes that a consumer does not bear sole responsibility for an entire industry's practices.

Evaluate

- Having read the article, do you still think shoppers bear part of the responsibility - for example, through buying less, choosing second hand or should the responsibility fall only on companies? Support your answer with evidence.

....

B **State whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. Growing cotton for one T-shirt can require more than twenty-five hundred liters of water.		
2. Garment factory workers are always paid a full living wage, according to the text.		
3. The average fast fashion item is discarded after seven to ten wears.		
4. Most modern clothing can be easily recycled because it is made only from natural fibers.		
5. All sustainable clothing collections are checked by independent environmental organizations.		

NOTE: If you mark a statement NG (Not Given) in one line, write what the text would need to say for you to decide whether it is True (T) or False (F), and where in the text you looked.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. greenwashing	**a.** reduced or squeezed into a smaller amount, time, or space
2. textile	**b.** burned deliberately, often as a way of destroying waste
3. incinerated	**c.** the practice of making a product or company appear more environmentally friendly than it really is
4. secondhand	**d.** previously owned or used by someone else
5. disposable	**e.** able to continue over time without causing lasting damage to the environment
6. sustainable	**f.** designed to be thrown away after use
7. compressed	**g.** a type of cloth or woven fabric

Grammar Focus

Quantifiers

We use quantifiers to describe amounts when we do not need – or do not have – an exact number ... but they do not give exact figures.

Structure / Form	Example
too much / too many (excessive amount)	Too many clothes are thrown away every year.
a large amount of / a great deal of (large, usually uncountable)	A large amount of water is used to grow cotton.
few / a few, little / a little (small amount)	Few garments are ever recycled properly.
plenty of / enough (sufficient)	There is more than enough fabric waste to fill landfill sites for decades.
the majority of / a fraction of (proportion)	Only a fraction of donated clothing is resold.

Grammar in Context

A **Fill in the gaps with the correct quantifier from the table above.**

Every year, more clothes are produced than the world actually needs. (1)........................ people realize that a single T-shirt can require thousands of liters of water. Only (2)........................ of donated clothing is ever resold in the country it was donated in; the rest is exported or destroyed. There is (3)........................ evidence now to show that fast fashion's environmental cost is far higher than its price tag suggests.

B **Read the passage and find the mistakes, then correct them.**

There is too much water used to grow cotton, but too much people don't think about it. A large amounts of clothing ends up in landfill every year. Little of it is ever recycled properly, and a majority of brands still don't publish their true production numbers.

Speaking

The Fast Fashion Trial

In groups of four, hold **a short mock trial** to decide who bears the most responsibility for fast fashion's impact. Each person takes one role and argues their case, using at least one quantifier.

Role	Position
Fashion Brand Executive	argues the brand simply supplies what customers demand
Factory Worker	argues conditions and wages are set by pressure from brands
Environmental Activist	argues the whole industry model needs to change
Everyday Shopper	argues individuals have limited power against a huge industry

Useful phrases:

- A large amount of responsibility lies with...
- It isn't fair to blame only... because...
- In my view, real change would require...
- After hearing all four positions, vote as a class on who bears the greatest responsibility.

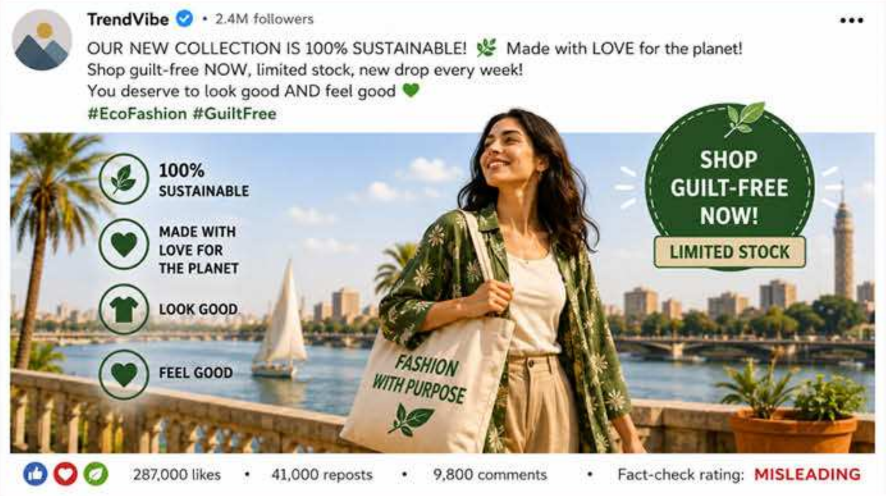
Tip

A short mock trial: is an interactive role-play exercise where you simulate a courtroom trial.

Writing in Action

Social Media Post for Analysis

- Read this post carefully. You will analyze its language and assess its reliability in the activities below.



TrendVibe ✓ • 2.4M followers

OUR NEW COLLECTION IS 100% SUSTAINABLE! Made with LOVE for the planet!
Shop guilt-free NOW, limited stock, new drop every week!
You deserve to look good AND feel good
#EcoFashion #GuiltFree

287,000 likes • 41,000 reposts • 9,800 comments • Fact-check rating: MISLEADING

Feature	What to Look For	Example from the Post
emotional language	words designed to provoke excitement or comfort	LOVE / guilt-free / feel good
absolute language	claims with no qualification or evidence	100% SUSTAINABLE
urgency signals	language creating pressure to buy quickly	Shop NOW, limited stock, new drop every week
missing information	no details about materials, labor, or supply chain	No mention of factories, wages, or water use
contradiction	a claim that conflicts with the brand's own behavior	'Sustainable' alongside a new drop every week

Presentation Task

- Act as a young fact-checker for your school's media club page to help students who scroll daily spot greenwashing and unreliable sustainability claims.
- Evaluate ONE example of a viral post about 'sustainable' or 'eco-friendly' products, using the previous reliability table.
- Concede: Although some brands are making genuine improvements, many use vague language to appear responsible, then give your conclusion on how to check a sustainability claim before believing it.

SPEAK
SHARE
INSPIRE
Your ideas matter!
After your presentation, evaluate it.
I speak clearly and loudly.
I look at my audience.
I give relevant ideas and examples.
I use appropriate vocabulary.
speak in full sentences.
I give reasons for my opinions.

10.4

Rethinking What We Buy: A Community Response

RETHINKING
WHAT WE BUY:
A COMMUNITY RESPONSE
SUPPORT LOCAL ETHICAL SUSTAINABLE
CHOOSE REUSE REFILL REPEAT

What makes a community less wasteful?

Traditionally, reducing waste relies on individual willpower or large industrial policy. A growing number of grassroots movements now organize directly to repair, swap, and share, so that fewer things are thrown away in the first place.

Inquiry Questions:

1. What is a ‘circular economy’?

2. How can communities help each other consume less, without giving anything up?

Discussion in groups of four:

Explain

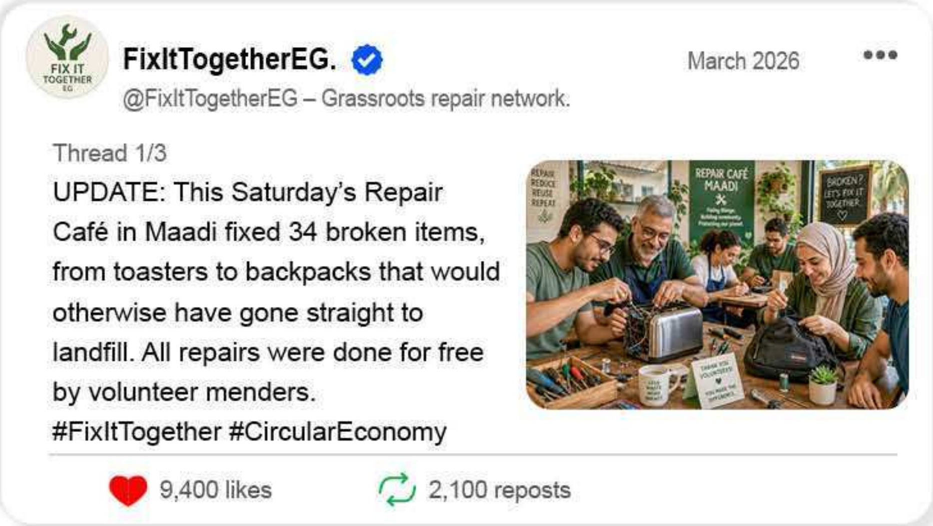
- Have you ever fixed, swapped, or received something secondhand instead of buying a new one? What was your experience?

Evaluate

- Can small, local initiatives like repair cafés really make a difference to a global problem? Justify your view.

Social Media Threads for Analysis*

The following is a curated thread from @FixItTogetherEG, a grassroots repair and swap network documenting community events in real time.



FixItTogetherEG. @FixItTogetherEG – Grassroots repair network. March 2026

Thread 1/3

UPDATE: This Saturday’s Repair Café in Maadi fixed 34 broken items, from toasters to backpacks that would otherwise have gone straight to landfill. All repairs were done for free by volunteer menders. #FixItTogether #CircularEconomy

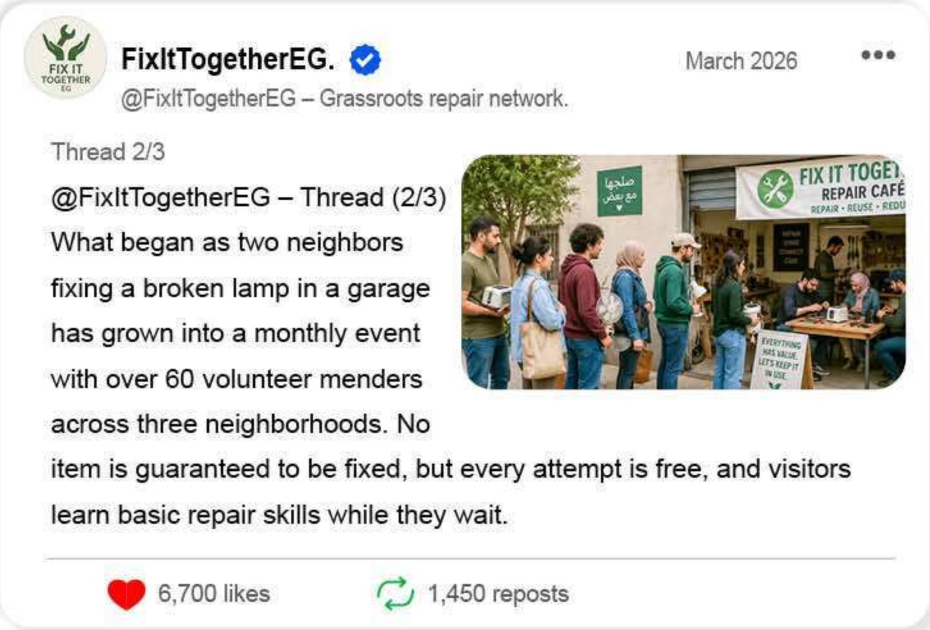
9,400 likes 2,100 reposts

FIX IT TOGETHER EG
REPAIR CAFÉ MAADI
REPAIR REDUCE REUSE REPEAT
BROKEN? LET'S FIX IT TOGETHER

JRE

(Justify - Reason - Evidence)

How does the thread show that repairing something can build community connections, not just save an object from landfill? Justify with evidence from the posts.


FIX IT TOGETHER EG
صلحها مع بعض
FIX IT TOGET
REPAIR CAFÉ
REPAIR • REUSE • REDU
EVERYTHING HAS VALUE. LET'S KEEP IT IN USE.

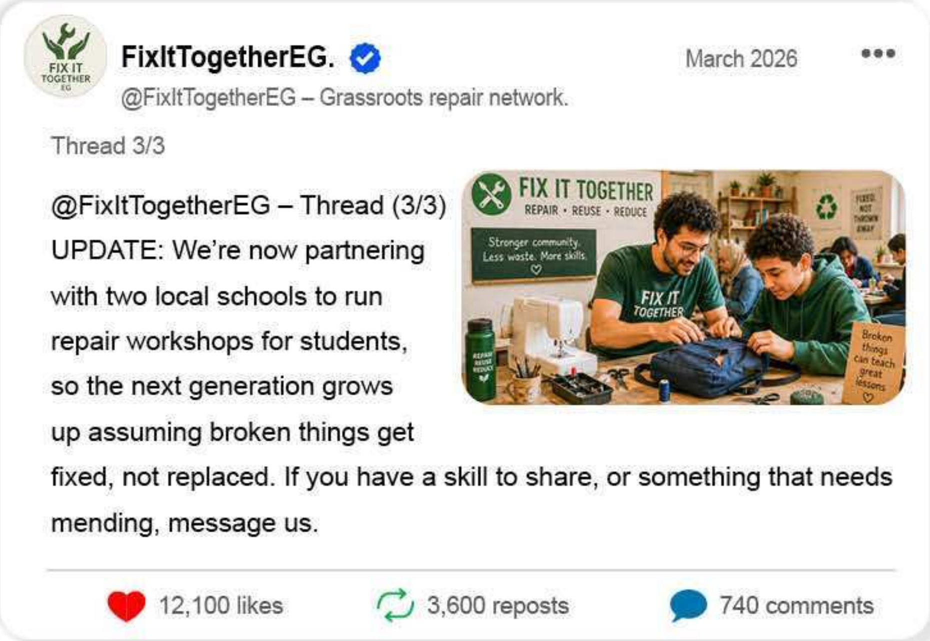
FixItTogetherEG. March 2026

@FixItTogetherEG – Grassroots repair network.

Thread 2/3

@FixItTogetherEG – Thread (2/3) What began as two neighbors fixing a broken lamp in a garage has grown into a monthly event with over 60 volunteer menders across three neighborhoods. No item is guaranteed to be fixed, but every attempt is free, and visitors learn basic repair skills while they wait.

6,700 likes 1,450 reposts


FIX IT TOGETHER EG
FIX IT TOGETHER
REPAIR • REUSE • REDUCE
Stronger community. Less waste. More skills.
FIX IT TOGETHER
FIXED NOT THROWN AWAY
Broken things can teach great lessons

FixItTogetherEG. March 2026

@FixItTogetherEG – Grassroots repair network.

Thread 3/3

@FixItTogetherEG – Thread (3/3) UPDATE: We're now partnering with two local schools to run repair workshops for students, so the next generation grows up assuming broken things get fixed, not replaced. If you have a skill to share, or something that needs mending, message us.

12,100 likes 3,600 reposts 740 comments

Media Analysis: Key Concepts

Word / Expression	Definition / Use in Context
Circular economy	an economic system aimed at reusing and repairing products rather than discarding them
Repair café	a community event where volunteers help people fix broken belongings for free

Mindful consumption	making purchasing decisions based on awareness of their wider impact
Minimalism	a lifestyle focused on owning fewer, more intentionally chosen possessions
Swap event	a gathering where people exchange belongings instead of buying new ones

Listen

Listening

- **Listen to a mass media report about a mindful consumption initiative.**

An original pedagogical listening text custom-authored by the national curriculum development team; informed by international research on mindful consumption, community sharing, waste reduction, and the circular economy.

A **Listen and answer the following questions.**

Explain

- According to the audio, how did the 'buy nothing' swap movement spread? What does this suggest about how it differs from a formal organization?

....

Analyze

- The speaker says the hardest part was 'convincing people that taking something for free... was allowed.' Why do you think people find receiving something for free suspicious? Use ideas from the audio.

....

Evaluate

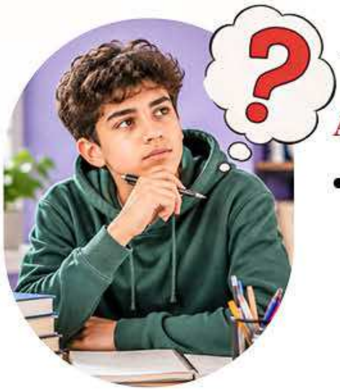
- Do you agree with what critics say about swap groups, according to the audio?

....

JRE

(Justify - Reason - Evidence)

To what extent can informal, community-led movements genuinely reduce invisible consumption? Justify with evidence from the audio.



B **Listen again and state whether each statement is True (T), False (F), or Not Given (NG). Justify your answer.**

Statement	T / F / NG	Justify your answer
1. The swap event happens every Sunday morning.		
2. Items at the swap are repaired before being given away.		
3. Organizers found it hardest to convince people to give things away.		
4. The group has over three thousand members.		
5. Critics believe swap groups alone can replace large-scale industrial change.		

NOTE: If you mark a statement NG (Not Given) in one line, write what the audio would need to say for you to decide if it is True (T) or False (F), and where in the audio you found it.

Vocabulary

- **Match the following words with their meanings.**

Words	Meanings
1. tons	**a.** not part of an official or formally organized system
2. informal	**b.** feeling doubtful or distrustful, expecting something to be wrong
3. catch	**c.** to judge the approximate value, number, or amount of something
4. industrial	**d.** relating to large-scale factory production
5. suspicious	**e.** large units of weight used to measure bulk amounts of material
6. estimate	**f.** a hidden disadvantage or problem in something that seems positive

Speaking

Pitch Your Project

In groups of three, invent a new mindful consumption initiative for your school or neighborhood (for example, a repair café, a swap event, or a tool-sharing library). Prepare a one-minute pitch and present it to another group, who will ask ONE challenging question afterward.

Your pitch should include:

- What the initiative is, and what problem it solves.
- How it would work in practice.
- At least one sentence with quantifiers describing its potential impact.

Useful phrases:

- Our idea is to...
- If this ran every month, it would...
- Unlike existing options, this would...

Writing in Action

A Diary Entry

A diary entry is a personal piece of writing in which you describe an experience, your thoughts, and your feelings. It is usually written in the first person, using pronouns such as I, me, my, and we.

A diary entry is normally written after an important, surprising, or emotional experience. The writer explains what happened and reflects on how the experience affected them.

Suggested Structure

Paragraph 1: Introduce the experience

Paragraph 2: Describe what happened

Paragraph 3: Express your feelings and reflection

Writing Task: Diary Entry

Imagine that you donated an item that was special to you at a "Buy Nothing" community swap. A few days later, you saw another family using and enjoying it.

Write a diary entry of about (150 – 180) words describing:

- what the item was and why it was special;
- why you decided to donate it;
- how the experience made you feel;
- what you learned from the experience.

....

....

....

....

....

....

....

....

....

....

Rubric

Before submitting your diary entry, make sure that you:

1. wrote in the first person; ☐
2. described events in a clear order; ☐
3. included personal thoughts and emotions; ☐
4. explained what you learned; ☐
5. wrote between 150 and 180 words; ☐
6. checked spelling, punctuation, and grammar. ☐

10.5 Assessment

Summative

Writing Task

- **Write a discursive paragraph or short essay of (150-180) words.**

Choose ONE of the following:

A. Online shopping does more harm than good once its hidden costs are considered. To what extent do you agree?

B. Social media has made people more conscious consumers, not less. Discuss.

C. Individuals, not companies, bear the greater responsibility for reducing invisible consumption. Use examples to evaluate this claim.

Writing Frame — Build your ideas

- The issue of .... is widely discussed today, particularly in the context of everyday consumption habits.
- This essay examines multiple perspectives using .... evidence from ....
- On the one hand, ... On the other hand, ...
- Although ...., it is also true that .... This suggests that ....
- If ...., then ....
- In contrast, it has been argued that .... However, ...
- Overall, it can be argued that .... because .... Only when .... will ....

Reflection Questions :

1. How have your views about the hidden costs of everyday consumption changed during this unit?

2. Which of the four lessons did you find most challenging? Which grammar structure was most difficult to use? What could you do to improve?

3. Which text in this unit did you find most surprising, and why was it effective?

4. How did your own shopping and social media habits influence the way you interpreted the texts?

5. What new questions do you now have about how you, or your community, could consume more mindfully?

Self-Assessment

Rate yourself for each skill

★★★ Confident – I can do this independently

★★ Developing – I can do this with some help

★ Needs practice – I find this difficult

Skill Area	I can…	★★★	★★	★
Reading	read and identify key details across all text types in this unit.			
	identify tone, evaluative language, and greenwashing in media texts.			
Listening	analyze how social media validation drives buying behavior			
Grammar	differentiate between stative verbs and action verbs accurately.			
Speaking	ask and answer JRE questions with justified reasoning and supporting evidence.			
	take part in role-plays, debates, and pitches with clear, structured arguments.			
Writing	- write a diary entry reflecting on a personal experience. - write a problem-solution paragraph			

One skill I want to work on:

....

....

....

One thing I am proud of in this unit:

....

....

....

Consolidation Review E

1 Choose the correct answer from a, b, c or d.

1. A sense of belonging often develops gradually through small, repeated moments of welcome and support.

What does **"gradually"** mean in this context?

a. Completely and permanently
b. Suddenly and without warning
c. Secretly and without permission
d. Slowly over a period of time

2. A supportive growth relationship can be transformative because it changes the way a person sees their own abilities.

What does **"transformative"** mean in this context?

a. Requiring very little effort
b. Causing an important positive change
c. Remaining exactly the same
d. Being difficult to recognize

3. Quiet exclusion can leave a student physically present but socially invisible.

Which word is the opposite in meaning to **"invisible"** in this context?

a. isolated
b. ignored
c. recognized
d. excluded

4. "When the old minibus climbed the hill, black exhaust came from its engine. The mechanic said its **emission** level was far too high." Which situation best reflects the meaning of "**emission**"?

a. A workshop stores its used oil in sealed containers for safe collection.
b. A brick factory releases thick smoke and gases throughout the day.
c. A busy market produces loud noise as sellers call to passing customers.
d. A restaurant sends dirty washing water through a drain behind the building.

5. Validation-driven buying is shaped by the reaction a person expects from an online audience.

What does **"validation-driven"** mean in this context?

a. Based only on the practical usefulness of an item
b. Controlled by formal environmental regulations
c. Motivated by the desire for approval or recognition
d. Caused by a lack of available products

6. A person of the same age or social status as another is called a ....

a. consumer b. mentor c. peer d. organizer

7. Direct support exchanged among members of a community is known as ....

a. mass production b. greenwashing c. loss aversion d. mutual aid

8. Misleading claims that make a company appear more environmentally responsible are called ....

a. solidarity b. outreach c. greenwashing d. upcycling

9. Before submitting her application, Lina .... by her mentor.

a. had it checked b. had checked it c. was checked it d. had it checking

10. The Buddy Bench was .... simple that several schools copied the idea.

a. such b. so c. too d. enough

11. Nour .... the advert is misleading, but she .... whether to report it or not.

a. is believing / is considering b. is believing / considers

c. believes / considers now d. believes / is considering

12. A large .... of water may be used to produce a single cotton T-shirt.

a. amount b. number c. few d. many

13. What should a personal narrative mainly include?

a. A real experience, the people involved and how it changed the writer.

b. Instructions for completing a scientific experiment.

c. Several unrelated viewpoints with no conclusion.

d. A list of statistics without any personal reflection.

14. When analyzing a social media post, a reader should look for ....

a. only the number of likes and comments

b. emotional language, missing evidence and misleading claims

c. the writer's handwriting and spelling style

d. a formal greeting and closing sentence

15. A problem-solution paragraph should clearly state the problem and ....

a. propose and justify a realistic solution

b. describe several characters in a story

c. avoid explaining why the issue matters

d. present only the advantages of the problem

16. A discursive essay should ....

a. use only informal expressions and personal jokes

b. present one opinion without evidence or acknowledgement of other views

c. consider different perspectives before presenting a balanced conclusion

d. begin with a greeting and end with a signature

2 **Only one sentence in each group is grammatically correct. Choose the correct answer.**

1. a. The school had the counseling room redesigned last year.

b. The school had redesigned the counseling room by someone last year.

c. The school had the counseling room redesign last year.

d. The school had the counseling room to be redesigned last year.

2. a. It was a so simple idea that other schools copied it.

b. It was so a simple idea that other schools copied it.

c. It was such simple idea that other schools copied it.

d. It was such a simple idea that other schools copied it.

3. a. I am thinking the ad is misleading, but I think about how to respond now.

b. I think the ad is misleading, but I am thinking about how to respond.

c. I think the ad is misleading, but I thinking about how to respond.

d. I am think the ad is misleading, but I am thinking about how to respond.

4. a. Only much returned clothes are resold.

b. Only a little returned clothes are resold.

c. Only a fraction of returned clothes are resold.

d. Only an amount of returned clothes are resold.

5. a. If companies provide clearer information, consumers would made more informed choices.

b. If companies will provide clearer information, consumers make more informed choices.

c. If companies provided clearer information, consumers will make more informed choices.

d. If companies provide clearer information, consumers will make more informed choices.

3 Read the text, then answer the questions.

The Corner That Changed More Than Clothes

At a secondary school in Alexandria, the "Share Corner" began with one shelf outside the library. Students could leave clean uniforms, books and sports equipment that they no longer needed, and anyone could take an item without paying or exchanging something in return. The idea was suggested after a group noticed that usable belongings were being thrown away while some classmates quietly struggled to replace lost or damaged items. At first, the organizers expected the shelf to solve a small practical problem. They did not expect it to change how students related to one another.

The project addressed more than visible waste. Every new item carries hidden costs: raw materials, factory labor, packaging, transport and emissions. Reusing a school bag does not remove all these problems, but it can reduce the demand for another purchase. To avoid making exaggerated claims, the organizers recorded the number and type of items exchanged each month. They explained that a school project could make a measurable difference while still being too small to replace wider action by companies and governments.

The strongest effect appeared in the atmosphere around the shelf. Visitors did not have to explain why they needed something, and volunteers were trained to offer help without asking personal questions. This **low-pressure** approach reduced embarrassment. It also gave new students a natural reason to speak to others. Mariam, who had felt almost invisible during her first weeks at school, began by arranging books for ten minutes after class. Within a term, she was greeting visitors, training younger volunteers and describing the project during assembly.

Success also brought problems. A social media account falsely announced that the school was giving away brand-new phones, and a crowd arrived expecting expensive products. Some donated items were damaged or unsuitable, while photographs posted without context made the Share Corner appear disorganised. The team responded by correcting the misleading post, setting clear quality rules and verifying every photograph and claim before publication. These steps protected trust and taught students that community projects need accurate communication as much as enthusiasm.

Mariam's teacher became an important mentor during this period. She offered encouragement but did not give empty praise. When Mariam's first presentation was unclear, the teacher helped her identify the problem and asked her to revise it. Mariam then had the posters redesigned and the donation boxes labeled more clearly. Being allowed to make mistakes, receive honest feedback and try again made her more resilient. The relationship showed that support is transformative when it combines kindness with consistency and responsibility.

After one year, more than 1,800 items had changed hands, but the organizers considered another result equally important: students who once felt unseen now had a role in a shared effort. The Share Corner did not end overconsumption, and it could not solve every case of financial need or social exclusion. Nevertheless, it demonstrated how mutual aid, reliable information and conscious consumption can reinforce one another. Caring for usable objects became a practical way of caring for people, and the school community became stronger as a result.

A. Choose the correct answer from a, b, c or d.

1. The main idea of the text is that the Share Corner ....

a. replaced the need for wider action by companies, schools and governments
b. succeeded mainly because it distributed expensive new technology to students
c. reduced waste and strengthened belonging through a carefully organised community project
d. focused only on collecting statistics about uniforms and school equipment

2. The expression "**low-pressure**" in paragraph 3 is closest in meaning to ....

a. requiring immediate action from every student
b. not causing stress, embarrassment or a feeling of being forced
c. controlled by strict financial rules
d. hidden from teachers and school leaders

3. The writer mainly aims to ....

a. evaluate both the value and the limits of a community reuse initiative
b. persuade every school to stop buying all new materials immediately
c. prove that social media is always harmful to community projects
d. criticise students who prefer new products to second-hand ones

4. Choose an appropriate heading for paragraph 4.

a. Protecting Trust Through Clear Communication
b. The End of the Share Corner
c. Why Expensive Products Matter Most
d. A Project Without Any Challenges

B. Find evidence from the text.

5. Find a sentence in paragraph 3 that shows students could receive support without feeling ashamed.

....

....

C. Answer the following questions.

6. In what way was Mariam's relationship with her teacher a growth relationship? Give an explanation for your answer from the text.

………

………

7. How does the final paragraph connect belonging with conscious consumption? Analyze your answer and give evidence from the text.

………

………

8. To what extent do you agree that these three elements are equally important for the project's success? Justify your answer from the text.

………

………

4 Read the information, then decide whether the statement is True (T) or False (F). Justify your answer.

1. Belonging can develop through small, repeated and sometimes unplanned moments of welcome.

- Belonging requires large, formal events and scheduled community gatherings to take root.

True	
False	
Justification	

2. Growth relationships combine genuine encouragement, consistency and opportunities to learn from mistakes.

- Empty praise is one of the main features of an effective growth relationship.

True	
False	
Justification	

3. Validation-driven buying is influenced by the approval or reaction a buyer expects from an audience.

- A validation-driven purchase is shaped only by the product's practical usefulness.

True	
False	
Justification	

5 Read the message, then answer the questions.

Message for a community planting day in Fayoum: Volunteers will plant native trees beside public walking routes and teach families how to care for them. Throwing rubbish around new plants can damage roots and lead to poor growth. Please bring a refillable water bottle and use the marked bins. If the weather becomes too hot, the organisers will move activities to the shaded area and provide drinking water.

1. Identify two actions that visitors are asked to take. Explain how one action protects the planting area.

....

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2. A visitor wants to leave a plastic bottle beside a newly planted tree. What responsible advice should a volunteer give? Support your answer with the message.

....

....

....

6 Complete the sentences using the correct form of the word in brackets.

1. The Buddy Bench encouraged greater .... **(include)** among students who felt left out.

2. The organizers checked every claim to improve the .... **(rely)** of the campaign.

3. Responsible .... **(consume)** can reduce waste and unnecessary purchases.

7 Complete the following text with the appropriate structure.

Last month, Salma (1) .... **(have)** her volunteer badge printed by the school office. The project was (2) .... **(such)** welcoming that she soon felt part of the team. She (3) .... **(believe)** that reuse can reduce waste, and she (4) .... **(plan)** a swap event at the moment. If more students take part, the school (5) .... **(reduce)** the number of usable items thrown away.

8 **Give words or phrases from the text that could meaningfully replace the words in the box below.**

At first, a new student may feel unseen and begin to withdraw from group activities. A genuine connection can crack open a door to belonging by showing that someone has been noticed and valued. What first seems like an afterthought - a short conversation or simple invitation - can become the beginning of a stronger relationship.

No.	Meaning	Word or Phrase from the text
1.	Not noticed or acknowledged by others	....
2.	Stop taking part or pull back	....
3.	A sincere and meaningful relationship	....
4.	Make a new opportunity or connection possible	....
5.	Feeling accepted, noticed, and valued as part of a group	....

9 **Renewable Energy vs. Fossil Fuels Context:**

Renewable energy, such as solar, wind, and hydropower, is expanding around the world. Many countries are using it to reduce pollution and depend less on fossil fuels like oil, coal, and gas. Write an argumentative paragraph of 150–180 words about whether renewable energy offers more advantages than fossil fuels. In your paragraph, you should:

- state your opinion clearly;
- explain the benefits of renewable energy;
- compare renewable energy with fossil fuels;
- give examples and evidence to support your opinion;
- conclude with advice about using cleaner sources of energy.

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